

# **OPPORTUNITY TO LEARN IN WASHINGTON**

**February, 2003**

**A study conducted for the Certificate of Mastery  
Study Committee of the State Board of Education  
by Educational Service District 101**

**Geoff Praeger, Project Director**

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**Opportunity to Learn in Washington  
Results of a Statewide Survey  
February, 2003**

**Purpose**

This study was conducted to assess the degree to which students in Washington state have had the opportunity to learn the content and skills required to earn the Certificate of Mastery as a high school graduation requirement. The study was conducted by Educational Service District 101 under a contract with the State Board of Education, using funds allocated by the State Legislature for that purpose. The survey results presented herein are intended to provide a source of information about opportunity to learn and serve as a baseline for further studies.

**Design**

The study consisted of sixteen surveys designed to gather perspectives from a wide variety of stakeholder groups in Washington. Prior to the development of the survey instruments, legal issues related to opportunity to learn were researched, reports from other states were studied, and educators and legislators were interviewed. Draft questions were reviewed with the State Board of Education and its Certificate of Mastery Study Committee. Technical review and guidance was provided by the State's National Technical Advisory Committee and members of the Superintendent of Public Instruction's Staff. Initial survey forms were then tried out with focus groups of students and staff members. Their input led to the pilot versions of the surveys, which were administered in May 2002. Results of the pilot guided further refinement of the survey questions. Final versions of the surveys were sent to a statewide sample in October of 2002. The information contained in this report reflects conditions existing at that time.

The stakeholder groups included in the sample were:

- 5<sup>th</sup> Grade Students
- 8<sup>th</sup> Grade Students
- 11<sup>th</sup> Grade Students
- Elementary Teachers and Principals
- Middle School Teachers and Principals
- High School Teachers and Principals
- Assessment Coordinators
- Counselors
- Curriculum Directors
- Special Education Directors
- Superintendents
- School Board Presidents
- Parents

The surveys were designed to provide information about opportunity to learn issues on three levels:

- Legal Requirements: Expectations derived from previous court cases and opinions (e.g., notifying students of the requirements in a timely manner).
- Fairness Issues: Areas that might not be strictly necessary in a legal sense but would be considered fair practice (e.g., periodically informing students where they are in relation to the standards).
- Best Practices: Activities that are generally accepted to produce optimal student learning (e.g., individually diagnosing student needs).

### **Summary of Findings**

Although this should not be taken as the definitive study on opportunity to learn a number of patterns do emerge:

- The consistency of data among different groups, subgroups, regions and district sizes suggest that the issues under consideration are indeed statewide and systemic.
- Those areas where people feel that they have some control are rated more positively than areas where others are seen to be in control.

There clearly are a number of strengths:

- Most teachers claim a working knowledge of the Essential Academic Learning Requirements (EALRs).
- Curriculum alignment has been largely achieved at the elementary level and is moving forward at the secondary level.
- Many teachers report employing state-of-the-art instructional practices.
- Results of state tests are being used to guide planning and instructional practice.
- Specific test preparation activities occur in most schools.
- There is a high level of awareness about the WASLs in all-statewide groups.
- Most teachers support education reform.
- Test accommodations and alternative assessments are being used for most special population students.
- There is some extra help for students who need it.
- School Board Presidents generally support education reform.

There are, of course, areas where many of the stakeholders see a need for improvement:

- Creation of a listening curriculum at all levels.
- The need for resources to complete curriculum alignment work.
- Development of models for improved communication with students about where they are in relation to the standards and how what is taught aligns with the WASL.
- Providing written communication with parents about the standards, Certificate of Mastery requirements and their children's progress.
- Continuation of professional development opportunities for teachers and other staff.
- Providing funding for support services for students whose social/emotional/physical problems are interfering with their opportunity to learn.
- Increasing the instructional time devoted to meeting the standards by providing resources for remedial classes, summer school, etc.

## **READING AND INTERPRETING THE RESULTS**

The interpretation of any survey should be approached with caution. Surveys are not intended to provide absolute proof but rather can give a general idea of conditions and attitudes. The respondents to these surveys are sharing their perceptions of opportunity to learn in their schools.

There are several cautions to keep in mind when examining these results:

- Not all the people in the sample responded. We cannot speculate on the attitudes of those who did not respond; we simply do not know.
- We do not know the frame of mind of the respondents at the time they took the survey; we also do not know how thoughtful they were about their responses.
- Although every attempt was made to make the survey questions as neutral as possible, different wording might have yielded different results.
- Every reader of the survey results brings his or her own set of assumptions about opportunity to learn which can affect interpretation of the results.

On the other hand, there are several reasons for confidence in the validity of the survey findings.

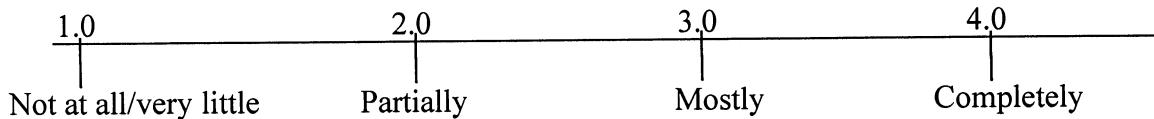
- Over a year was spent in the development process to insure that the right questions were asked.
- Thousands of students and adults took the time to share their thoughts.
- The districts that did participate appear to be representative of the state as a whole.
- The very minimal differences found among the subgroups suggest that most of the issues are statewide and systemic rather than unique to a particular circumstance or location.
- There is considerable internal consistency; the different survey groups tend to agree with each other about the extent to which a particular condition is present.

### Notes about reading this report:

The following may assist you in your reading of this report:

- The results reflect conditions at a specific time (October/November 2002) and are subject to change. Since this is a baseline survey it is reasonable to expect growth in many areas – assuming of course continued attention and the availability of appropriate resources.
- The survey items in the report are not in the same order they were on the surveys themselves; they have been grouped into general components to aid in interpretation.
- Not all components appear on all surveys and some surveys may have only one question in a component.

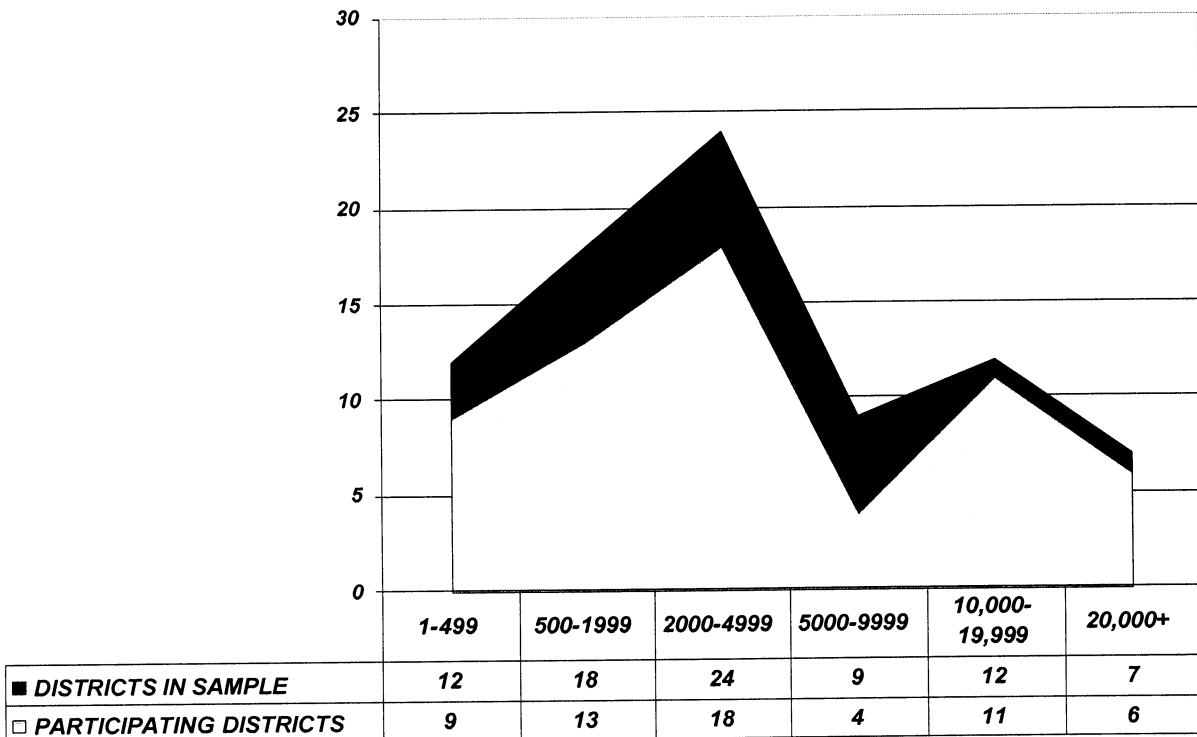
- The category of “mostly and completely” may be useful in analyzing each item. It represents the total percentage choosing either of those responses after the “don’t knows” have been removed. (Since removing the “don’t knows” changes the base on which the percentages are calculated, the “mostly and completely” column will not usually yield the same number that simply adding the two columns together would provide.)
- The mean score also excludes “don’t knows” and is calculated from this scale:



Many people tend to avoid the extreme points on a scale (in this case 1.0 and 4.0); when a large percent of the respondents’ choose one of those extremes it may be worth noting.

- Totals may not equal 100 due to rounding.

**SBE OPPORTUNITY TO LEARN SURVEY, STATE-WIDE SAMPLE, DISTRICT  
PARTICIPATION, BY ENROLLMENT**

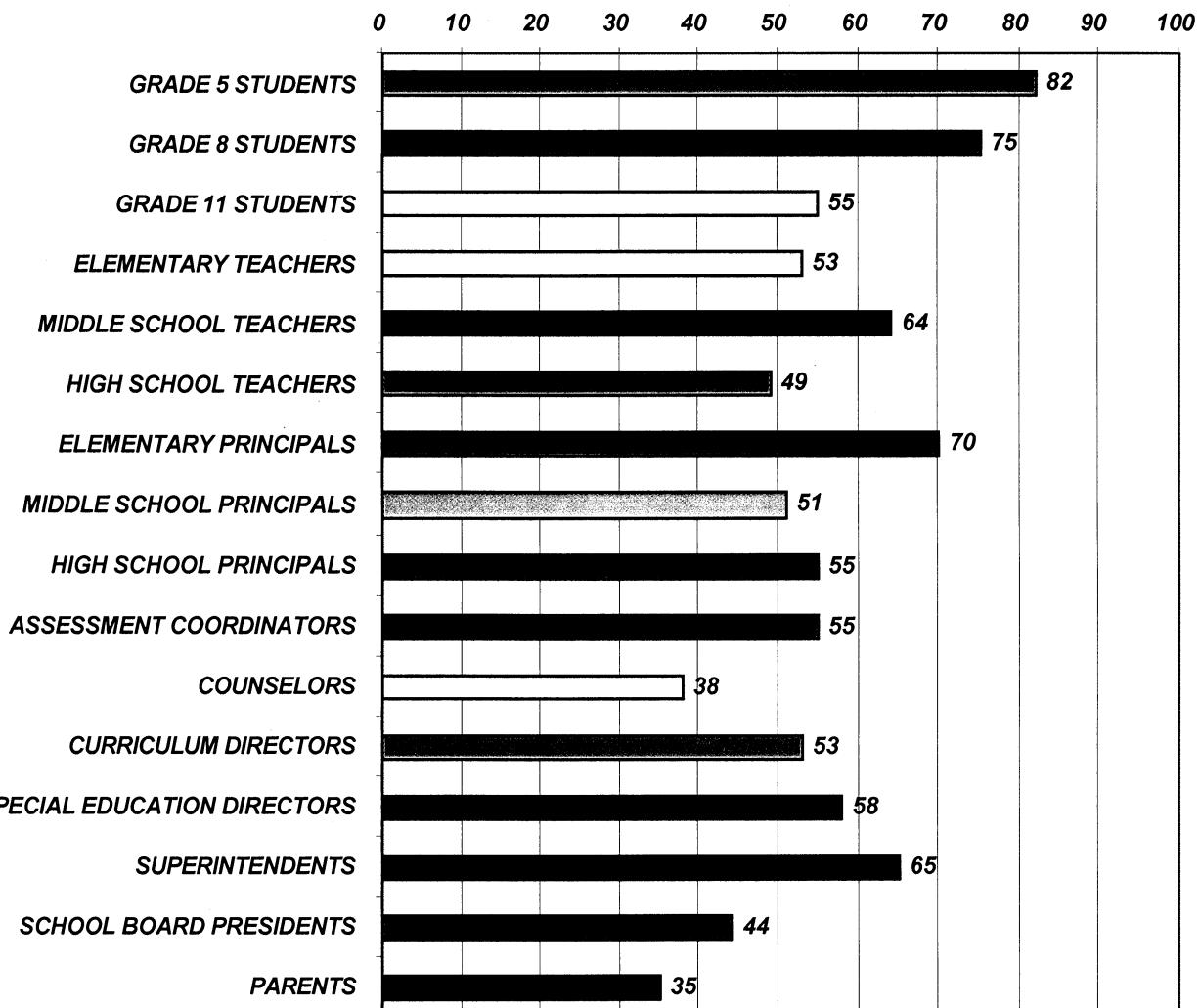


A representative sample of students was drawn using the same methodology as that used for the WASL pilot studies. The sample is representative of the state as a whole and is balanced for district size and geography. Non-white students were oversampled to allow for analysis by subgroup.

Samples for other surveyed groups were derived from the student sample. Thus students, parents and teachers were all reporting on conditions in the same schools. Other surveys were sent to everyone in a category in the state (e.g., superintendents).

Overall 74% of the districts selected agreed to participate. Districts of different sizes were well represented with the possible exception of districts of 5,000-9,999 students, which were slightly underrepresented.

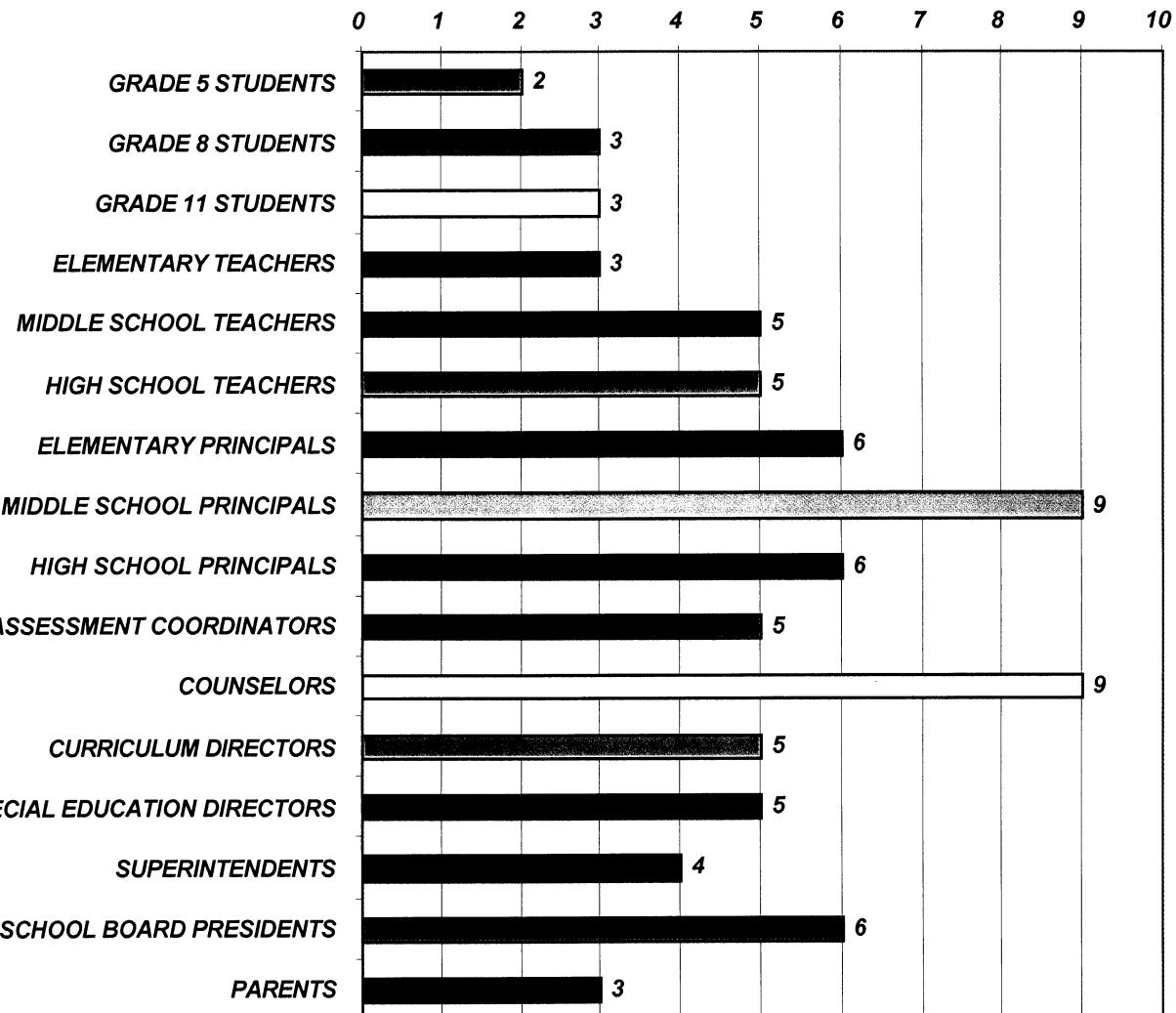
**OPPORTUNITY TO LEARN SURVEYS, PERCENT OF SAMPLE RETURNED, BY GROUP**



The above chart represents the percent of surveys returned from each group. The percentages for students, teachers and parents are estimates since the number of people in each category in each district was not precisely known. In the case of assessment coordinators, curriculum directors, special education directors, superintendents and school board presidents all 296 individuals in each group were surveyed.

The remarkably high return from parents (over 1,000) should be noted.

**OPPORTUNITY TO LEARN SURVEY, DEGREE OF SAMPLE ACCURACY**



Regardless of the percent returned from the sample sent out (previous page), sample accuracy is a function of the number of surveys completed compared to the total population of that group in the state. The chart above shows the percent chance (plus or minus) that the sample used might differ significantly from the total population in the state had everyone taken a survey. Lower numbers indicate more reliable results. Five percent is the generally accepted standard for research.

Thus the results from students and parents, for example, can be interpreted with more confidence than the results from middle school principals or counselors.

## **FIFTH GRADE STUDENTS-SUMMARY OF RESPONSES AS A PERCENT**

**N = 3583**

Ethnic Breakdown: White (Not of Hispanic Origin) = 1813

Non-White: 854

### **ASSESSMENT PRACTICE:**

1. Have your teachers taught you how to be a good test taker?  
A) Yes = 76      B) No = 10      C) Don't remember/Don't know = 15
  
2. How much practice did you have for the types of questions you found on the WASL?  
A) Lots of practice – I was very familiar with the types of questions = 52  
B) Some practice – I had seen those types of questions before = 42  
C) No practice – those types of questions were new to me = 5

### **NOTIFICATION:**

3. Do you remember taking the WASL test in fourth grade last year?  
A) Yes = 96      B) No = 4
  
4. Did you know that all students now in the fifth grade will have to pass the Grade 10 WASL in order to graduate from high school?  
A) Yes = 57      B) No = 43

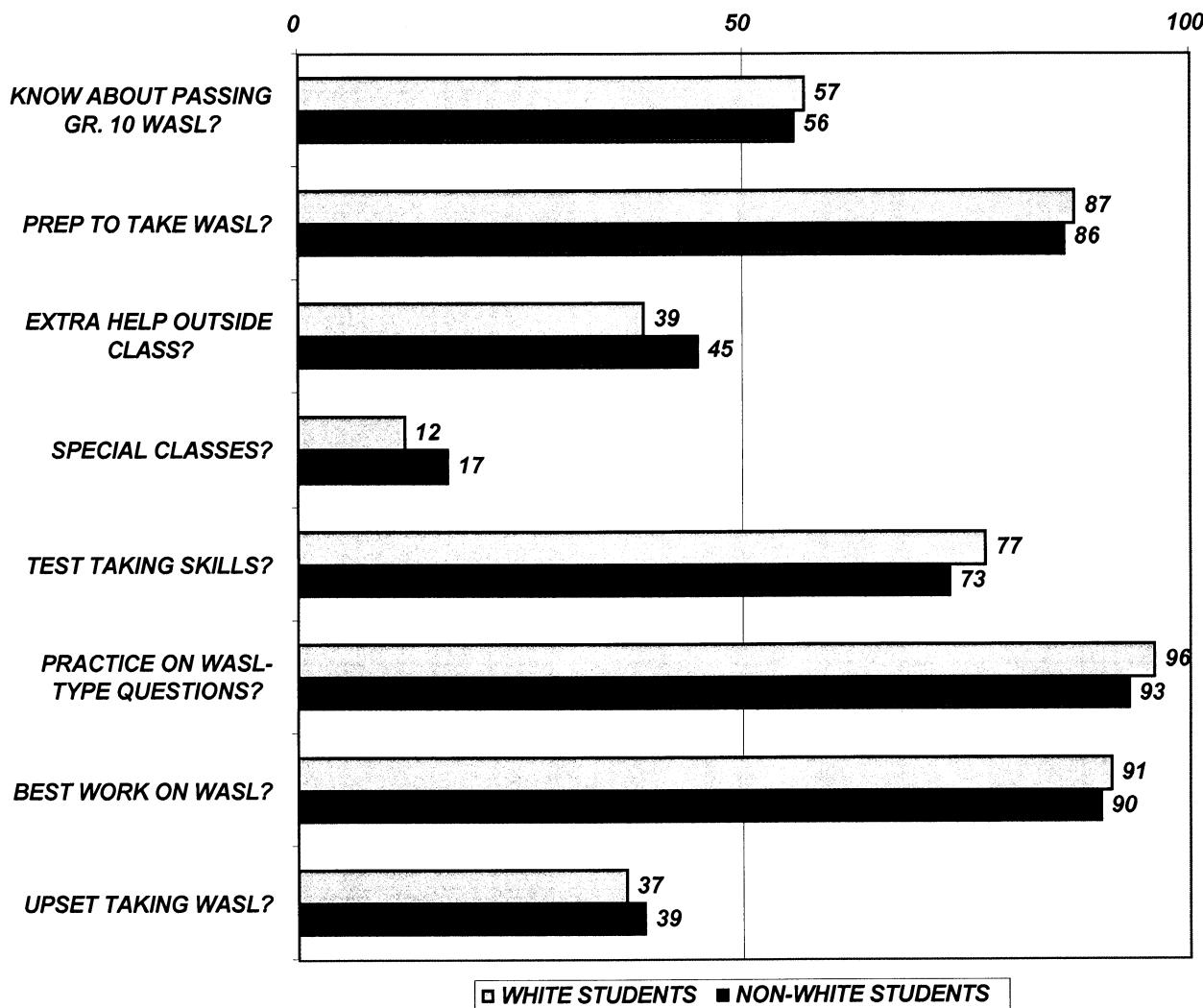
### **STUDENT SUPPORT:**

5. Did your teacher help you get ready to take the WASL?  
A) Yes = 87      B) No = 5      C) Not Sure = 8
  
6. Has your teacher given you any extra help outside of class to learn the knowledge and skills that are on the WASL?  
A) None = 59      B) Some = 34      C) A lot = 8
  
7. Have you taken any special classes to help you learn what's on the WASL? (after school or summer school, etc.).  
A) Yes = 13      B) No = 82      C) Don't remember/Don't know = 5

### **MOTIVATION:**

8. Did you try to do your best work when you took the WASL?  
A) Yes = 91      B) Sometimes = 7      C) No = 2
  
9. Did you get frustrated or upset when you were taking the WASL?  
A) Yes = 38      B) No = 52      C) Don't remember/Don't know = 11

**COMPARISON OF "YES" RESPONSES FOR WHITE AND NON-WHITE 5TH GRADE STUDENTS**

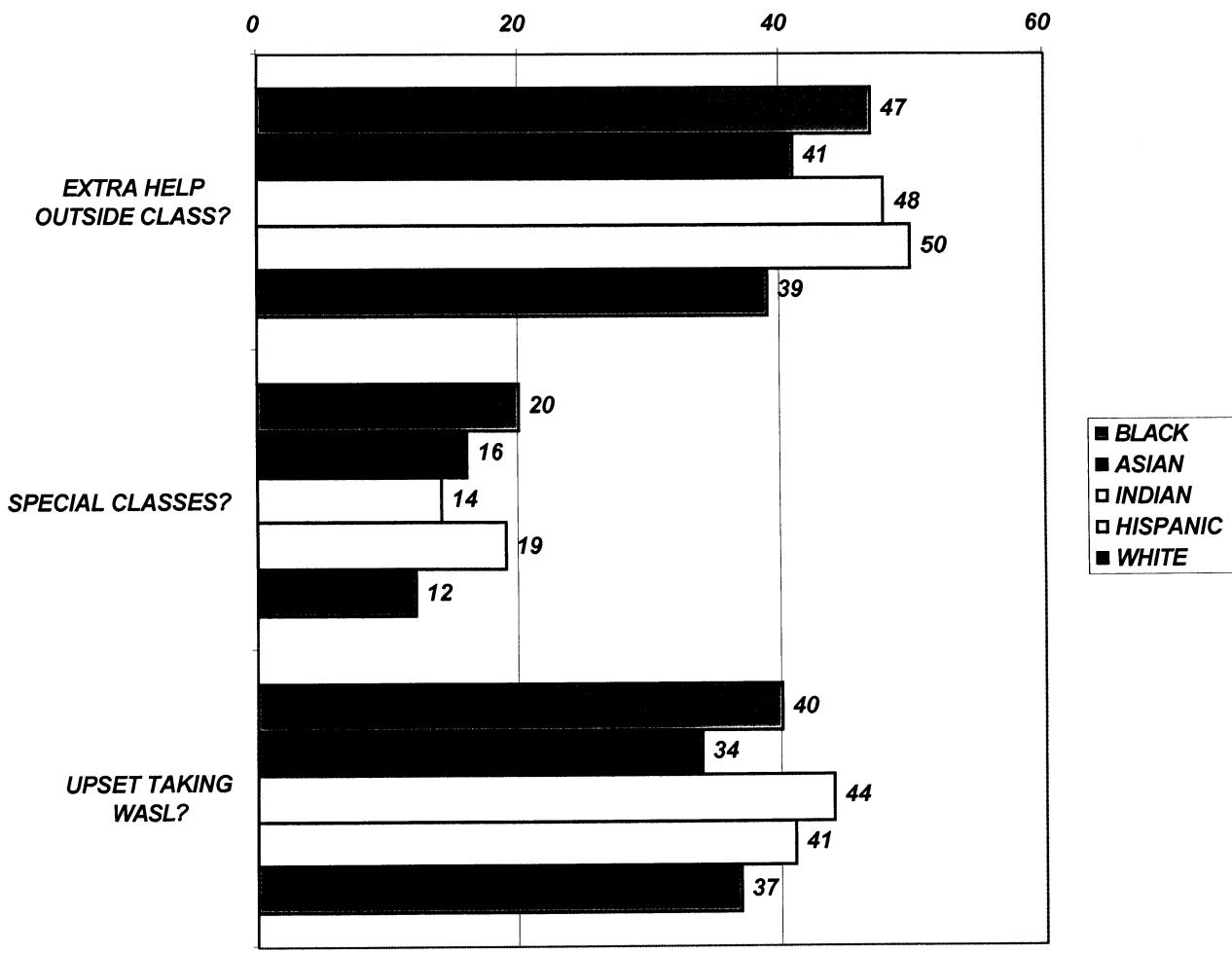


Most of the items on the fifth grade student survey revealed no meaningful differences among racial/ethnic groups.

Non-white students reported more extra help; white students were slightly more likely to report that they'd had test preparation work. Almost all of the students reported doing their best work on the WASL.

Items with differences among sub-groups are shown on the following page.

**GRADE 5 STUDENTS, ITEMS WITH DIFFERENCES AMONG ETHNIC GROUPS, PERCENT RESPONDING "YES"**

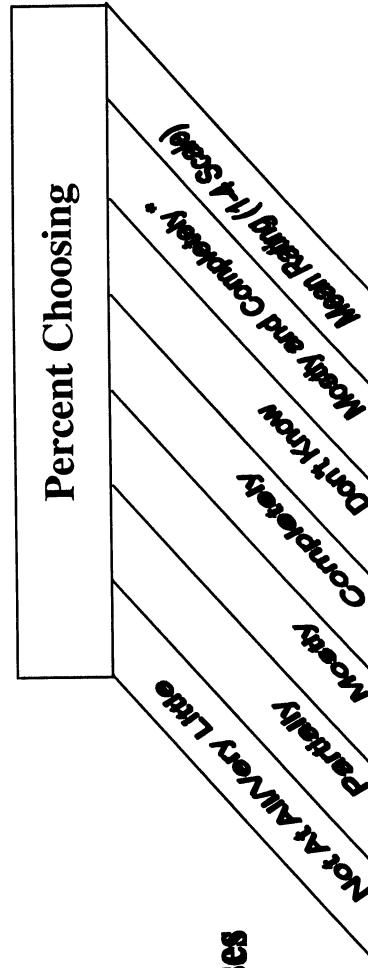


On the items illustrated above, non-white students were more likely to report receiving extra help outside of the class and special class help.

A fairly high percentage of the fifth graders reported being upset or frustrated when taking the WASL. Asian students were the least likely to have been upset, Indian students, the most likely.

**Note:** The results on this and the previous page do not include 26% of respondents who didn't complete the coding.

## Elementary Teachers-Summary of Responses N=901



### CURRICULUM ALIGNMENT

#### READING

- 1) I have a working knowledge of the reading EALRs.
- 2) The EALRs are targeted in reading instruction.
- 3) The elementary reading curriculum has performance standards (frameworks) at each grade level.
- 4) An aggressive K-3 early literacy program is in place in our school.

#### MATHEMATICS

- 5) I have a working knowledge of the math EALRs.
- 6) The EALRs are targeted in math instruction.
- 7) The elementary mathematics curriculum has performance standards (frameworks) at each grade level.

#### WRITING

- 8) I have a working knowledge of the writing EALRs.
- 9) The EALRs are targeted in writing instruction.
- 10) The elementary writing curriculum has performance standards (frameworks) at each grade level.

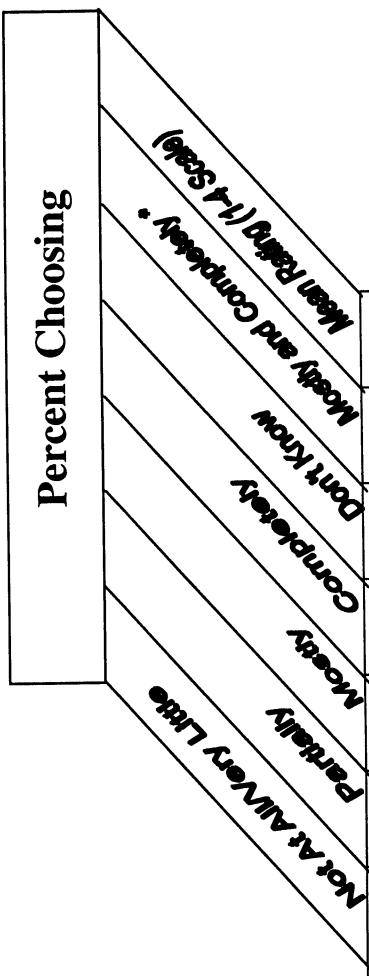
#### LISTENING

- 11) I have a working knowledge of the listening EALRs.
- 12) The EALRs are targeted in listening instruction.
- 13) The elementary listening curriculum has performance standards (frameworks) at each grade level.

#### OVERALL

- 14) Curriculum, instruction and assessment materials are coordinated with each other.

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.



15) Resources are available to purchase or develop the curriculum materials necessary for alignment with the EALRs.

INSTRUCTIONAL PRACTICE

READING

- 16) Individual students' reading needs are diagnosed to determine instructional interventions.

---

17) The instructional time devoted to reading is sufficient for most students to master the EALRs.

MATHEMATICS

- |  |   |    |    |    |   |           |
|--|---|----|----|----|---|-----------|
|  |   |    |    |    |   |           |
| 18) Individual students' mathematics needs are diagnosed to determine instructional interventions.     | 7 | 21 | 41 | 28 | 3 | /1<br>2.9 |
| 19) The instructional time devoted to mathematics is sufficient for most students to master the EALRs. | 4 | 18 | 48 | 27 | 4 | 77<br>3.0 |

WRITING

- 20) Individual students' writing needs are diagnosed to determine instructional interventions.
  - 21) The instructional time devoted to writing is sufficient for most students to master the EALRs.

## **LISTENING**

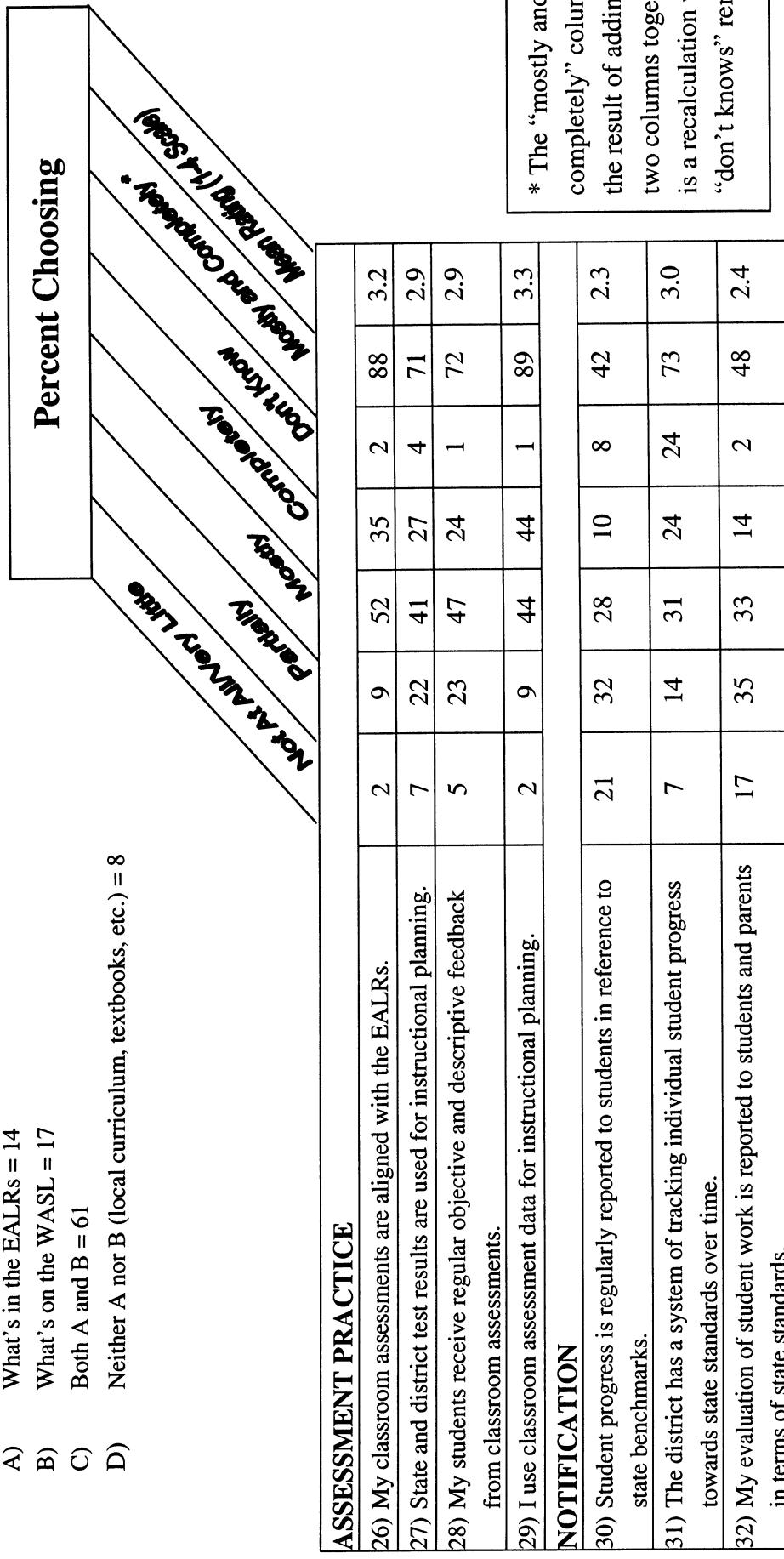
- 22) Individual students' listening needs are diagnosed to determine instructional interventions.
  - 23) The instructional time devoted to listening is sufficient for most students to master the EALRs.

## OVERALL

- 24) Instruction includes reteaching or remediation.

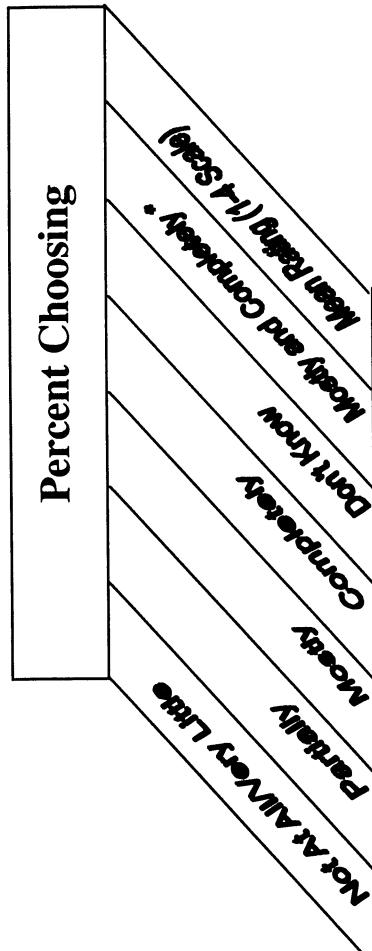
\*The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

- 25) What is the primary instructional priority in your school?
- What's in the EALRs = 14
  - What's on the WASL = 17
  - Both A and B = 61
  - Neither A nor B (local curriculum, textbooks, etc.) = 8



- 34) When is this requirement supposed to take effect?
- The graduating class of 2004 = 11
  - The class of 2005 = 9
  - The class of 2006 = 14
  - The class of 2007 = 14
  - The class of 2008 = 51

- 35) When did you first learn about this requirement?
- Didn't know about it = 4
  - Very recently (in the last two months) = 7
  - Earlier this year = 6
  - Last school year = 22
  - More than two years ago = 62



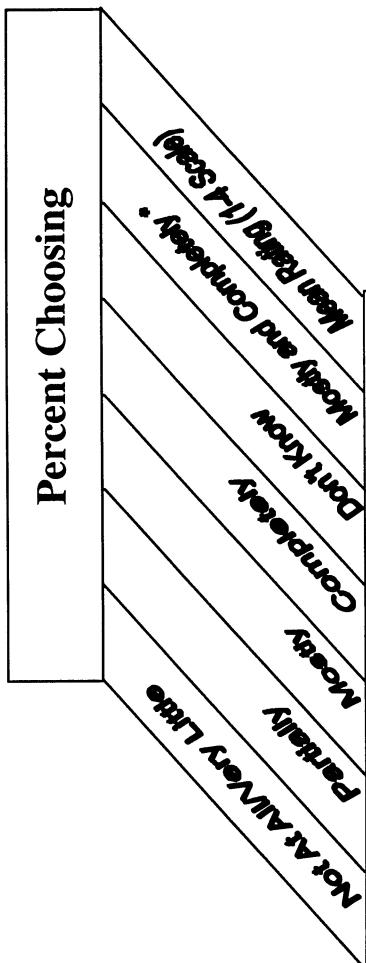
#### TEACHER READINESS

36) Teachers in our school have had the opportunity to learn the skills they need to effectively teach the EALRs.	5	22	44	24	5	71	2.9
37) Teachers in our school get professional feedback when they implement new instructional strategies.	17	30	35	11	7	49	2.4
38) Time is available for in-school training, collaboration and planning.	16	37	30	16	1	46	2.5
39) Resources are available to provide adequate professional development to teachers (including ongoing in-school support).	16	35	31	11	7	46	2.9
40) Teachers in this school support education reform.	4	18	50	19	10	77	2.9
<b>SPECIAL POPULATIONS</b>							
41) Provisions for appropriate WASL accommodations/alternate assessments for all students need them have been included in IEPs and 504 plans.	4	9	28	27	33	80	3.1

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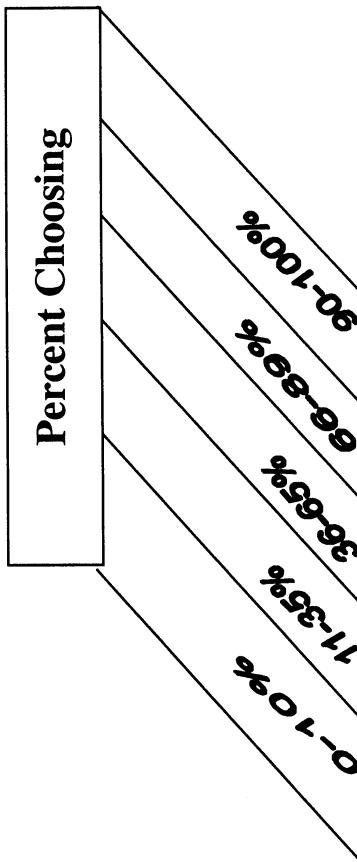
#### RESOURCES/GENERAL SUPPORT:

- 42) Does your school have a written school improvement plan in place?
- |          |        |                    |                 |
|----------|--------|--------------------|-----------------|
| Yes = 66 | No = 1 | Working on It = 22 | Don't Know = 11 |
|----------|--------|--------------------|-----------------|



#### STUDENT SUPPORT

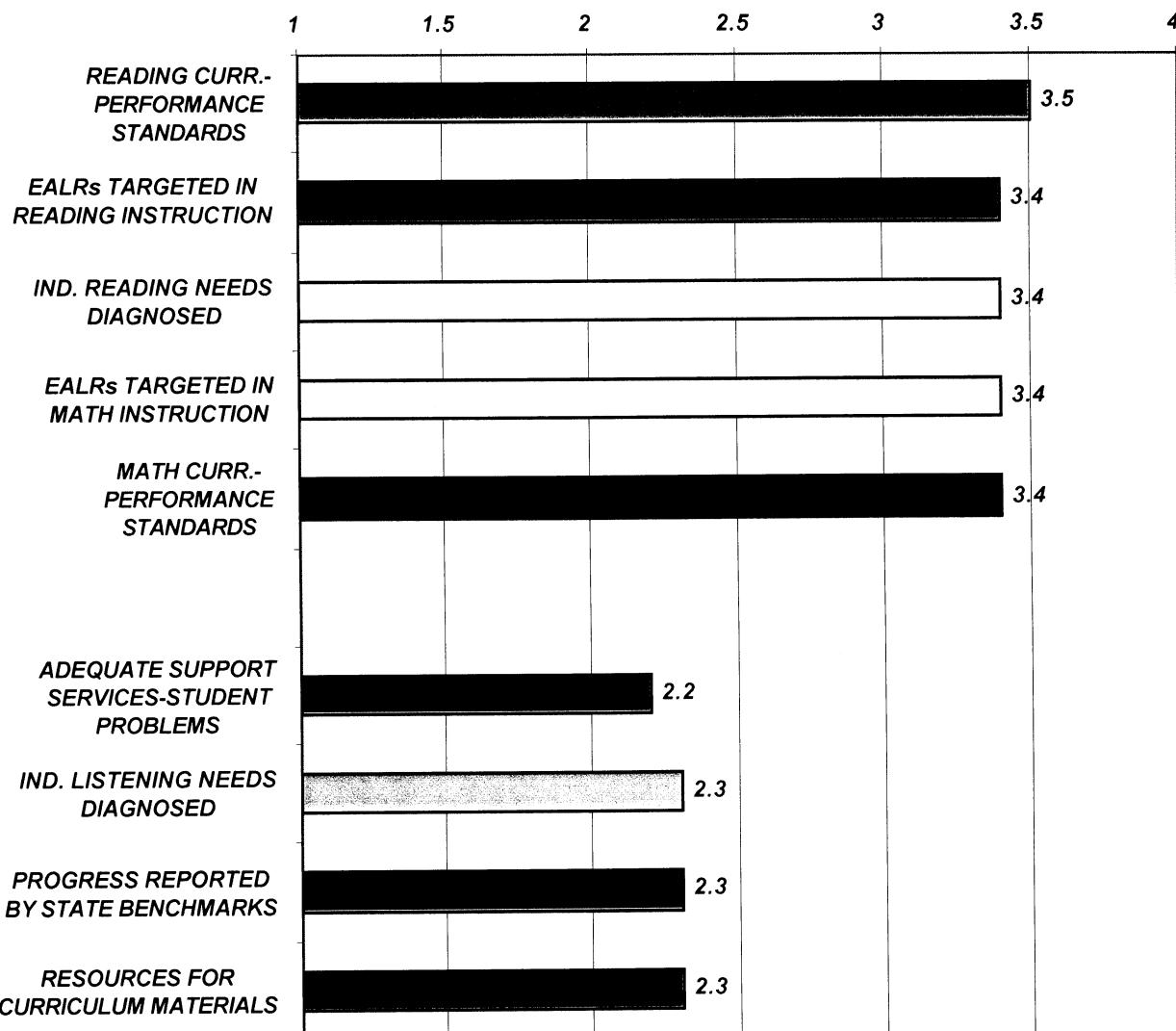
- 43) Currently available resources for the regular education program are sufficient to allow most students to meet the standards.
- 44) Resources are available to provide an adequate level of support services for students' social/emotional/physical problems that interfere with their opportunity to learn.



#### STUDENT SUPPORT

- 45) What percentage of your students would need extra help outside of class time to meet the standards?
- 46) Of those students needing extra help to meet the standards, what percentage is being adequately served?

**ELEMENTARY TEACHERS, HIGHEST AND LOWEST RATED ITEMS**



Elementary teachers report extremely high levels of curriculum alignment with the exception of listening. Alignment work is much more complete at the elementary level than at middle and high school. The biggest need reported by elementary teachers is for support services for students whose personal problems interfere with their opportunity to learn. As at other levels, student progress is generally not reported in terms of state benchmarks.

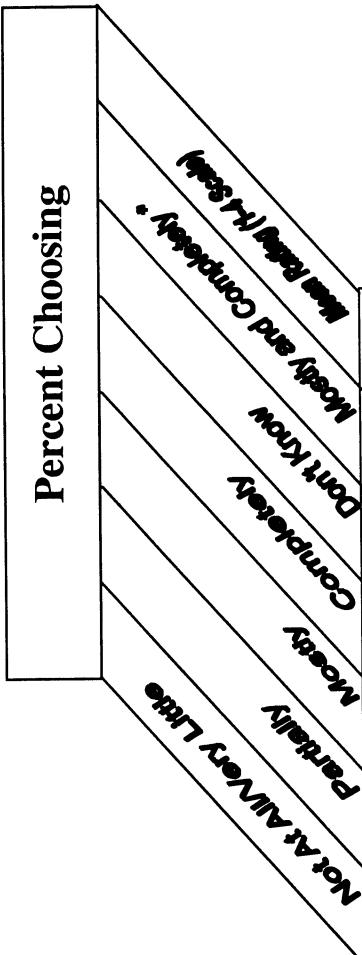
## Elementary Principals-Summary of Responses N=211

	Percent Choosing					
	Never	Rarely	Sometimes	Often	Mostly	Always
<b>CURRICULUM ALIGNMENT</b>						
1. The EALRs are targeted in reading instruction.						
2. The elementary reading curriculum has performance standards (frameworks) at each grade level.	1	3	47	49	1	96
3. Our school has an aggressive K-3 early literacy program in place.	2	12	24	62	0	86
4. The EALRs are targeted in math instruction.	0	8	46	46	1	92
5. The elementary mathematics curriculum has performance standards (frameworks) at each grade level.	2	14	25	60	0	84
6. The EALRs are targeted in writing instruction.	1	12	44	42	1	87
7. The elementary writing curriculum has performance standards (frameworks) at each grade level.	5	25	32	38	1	70
8. The EALRs are targeted in listening instruction.	12	33	34	20	2	54
9. The elementary listening curriculum has performance standards (frameworks) at each grade level.	30	30	17	17	5	37
10. Curriculum, instruction and assessment materials are coordinated with each other.	2	19	62	17	0	79
11. Resources are available to purchase or develop the curriculum materials necessary for alignment with the EALRs.	12	38	43	7	0	50
<b>INSTRUCTIONAL PRACTICE</b>						
12. Individual students' reading needs are diagnosed to determine instructional interventions.	1	11	42	47	0	89
13. The instructional time devoted to reading is sufficient for most students to master the EALRs.	1	12	57	30	1	87
14. Individual students' mathematics needs are diagnosed to determine instructional interventions.	6	33	44	18	0	62

\* The “mostly and completely” column is not the result of adding those columns together but is a recalculation with the “don’t knows” removed.

	Percent Choosing					
	Don't Know	Don't Know and Completely	Don't Know and Partially	Partially	Partially and Completely	Mostly and Completely
15. The instructional time devoted to mathematics is sufficient for most students to master the EALRs.	1	24	54	21	1	75
16. Individual students' writing needs are diagnosed to determine instructional interventions.	9	33	46	12	0	58
17. The instructional time devoted to writing is sufficient for most students to master the EALRs.	5	34	47	12	1	60
18. Individual students' listening needs are diagnosed to determine instructional interventions.	29	42	24	4	1	28
19. The instructional time devoted to listening is sufficient for most students to master the EALRs.	12	31	45	10	3	57
20. Instruction includes reteaching or remediation.	1	10	63	26	0	90
21. Teachers employ the instructional strategies that are most effective in helping students understand the EALRs.	0	30	66	5	0	70
<b>ASSESSMENT PRACTICE</b>						
22. Classroom assessments are aligned with the EALRs.	1	29	54	15	1	70
23. State and district test results are used for instructional planning.	2	16	43	39	0	81
24. Students receive regular objective and descriptive feedback from classroom assessments.	4	37	52	6	1	58
25. Teachers in our school use classroom assessment data for instructional planning.	2	23	57	18	0	75
26. Teachers in our school provide student training in test taking skills and strategies.	2	21	61	17	0	78

\* The “mostly and completely” column is not the result of adding those columns together but is a recalculation with the “don’t know” removed.



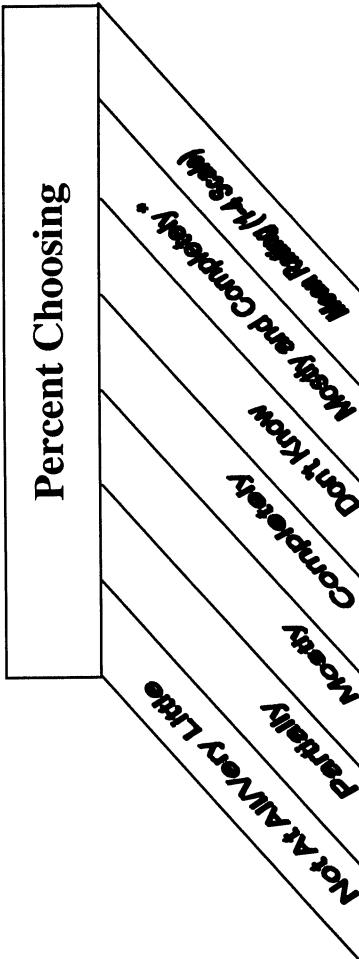
#### NOTIFICATION

27. Student progress is reported in grade level benchmarks.
28. The district has a system of tracking individual student progress towards state standards over time.
29. Teachers' evaluations of student work are reported to students and parents in terms of state standards.
30. Our report card is aligned with the EALRs.
31. Parents in our school are aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma.

#### TEACHER READINESS

32. Teachers in our school have had the opportunity to learn the skills they need to effectively teach the EALRs.
33. Time is available for in-school training, collaboration and planning during the school day.
34. Teachers get professional feedback when they implement new instructional strategies.
35. Resources are available to provide professional development to teachers (including ongoing in-school support).
36. Teachers in this school support education reform.

\* The “mostly and completely” column is not the result of adding those columns together but is a recalculation with the “don’t know” removed.



#### SPECIAL POPULATIONS

37. Provisions for appropriate WASL accommodations/alternate assessments for all students needing them have been included in IEP and 504 plans.	4	12	29	53	1	84	3.3
38. The curriculum for special population students is aligned with the EALRs.	9	26	40	19	7	63	2.7
39. Special population teachers are accurately using assessment data to diagnose learning needs and plan instruction.	2	13	49	34	1	84	3.2
40. Do you have a sufficient number of teachers and classified staff to maximize performance from your special population students?							

Yes = 32

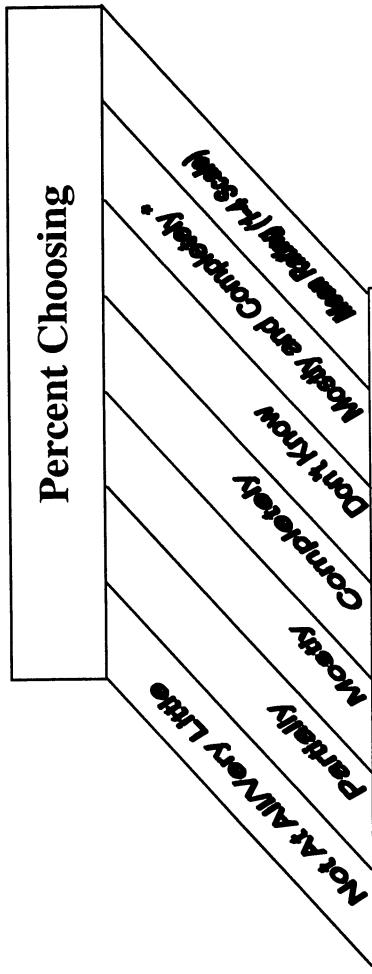
No = 68

41) Do your special populations staff members have sufficient training to maximize performance from your special population students?

Yes = 44

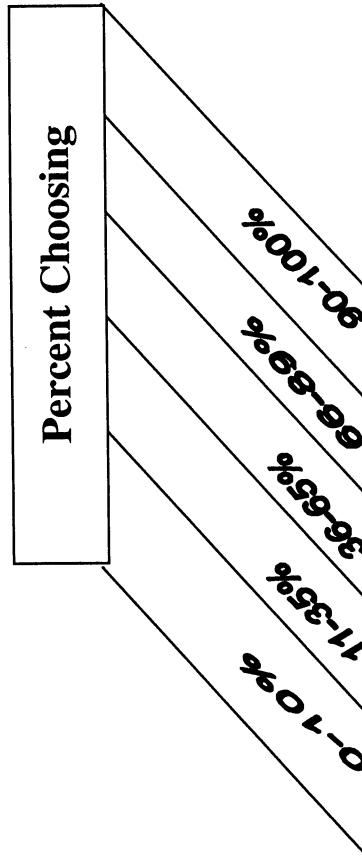
No = 56

\* The “mostly and completely” column is not the result of adding those columns together but is a recalculation with the “don’t knows” removed.



#### STUDENT SUPPORT

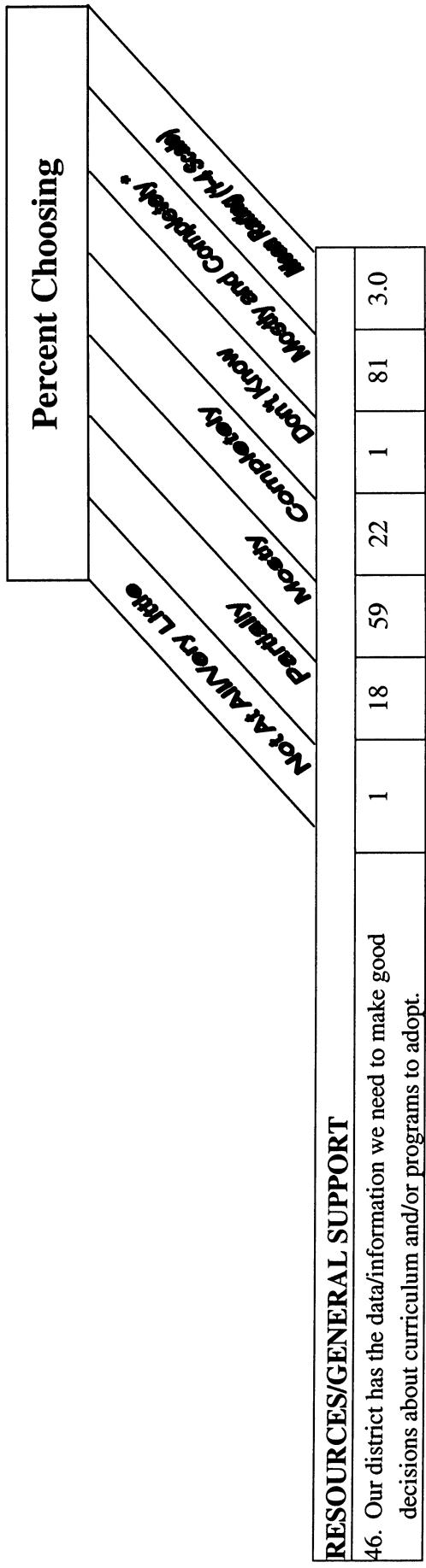
42. Currently available resources for the regular education program are sufficient to allow most students to meet the standards.
43. Resources are available to provide support services for students' social/emotional/physical problems that interfere with their opportunity to learn.



#### STUDENT SUPPORT

44. What percentage of your school's students would need extra help outside of class time to meet the standards?
45. Of those students needing extra help to meet the standards, what percentage is being adequately served?

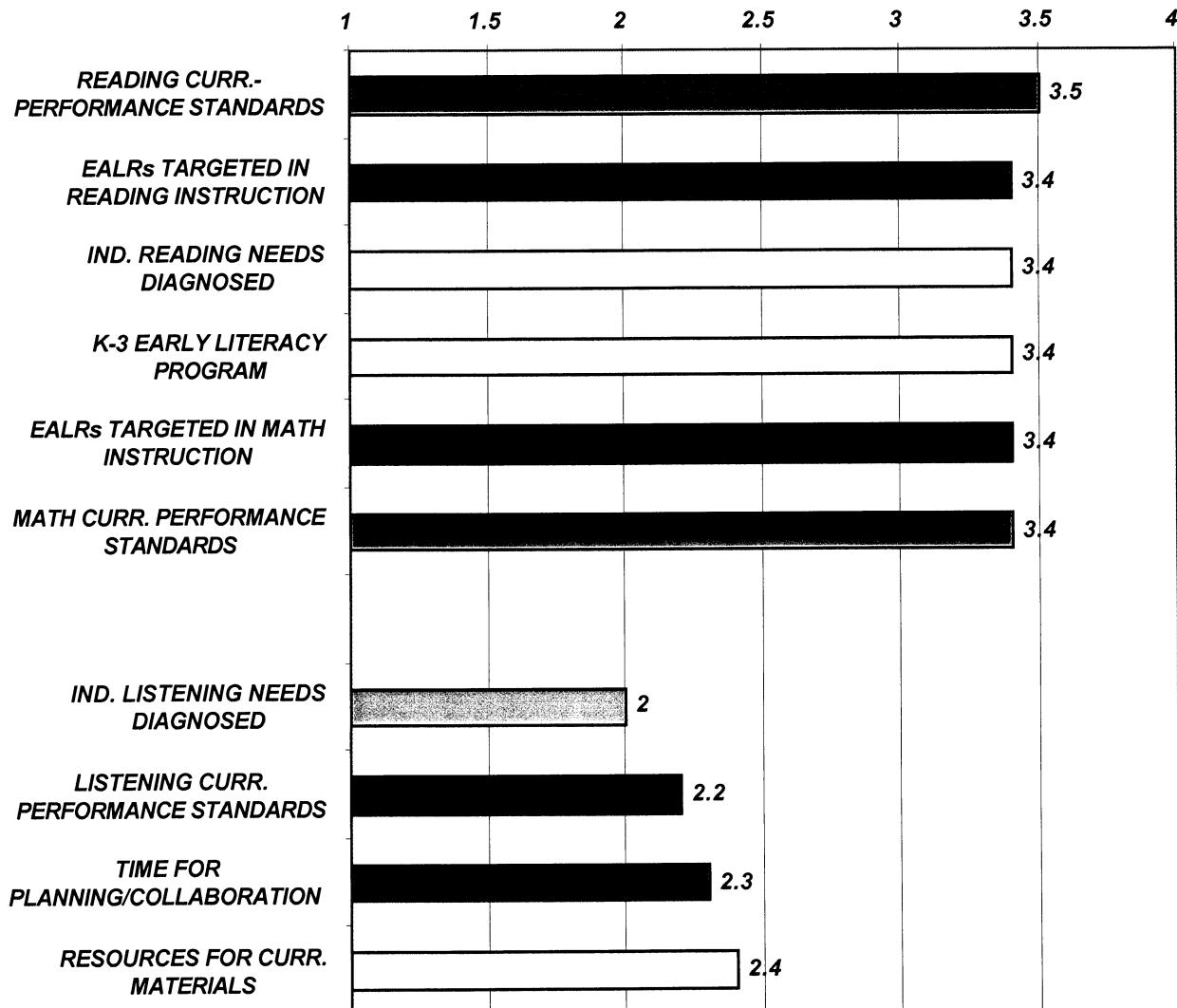
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\* The “mostly and completely” column is not the result of adding those columns together but is a recalculation with the “don’t knows” removed.

47. Does your school have a written school improvement plan in place?  
 Yes = 68      No = 3      Working on it = 30

**ELEMENTARY PRINCIPALS, HIGHEST AND LOWEST RATED ITEMS**



Elementary principals agreed with elementary teachers that the curricula are closely aligned with the EALRs, listening excepted. There is also evidence of considerable attention to the individual needs of students.

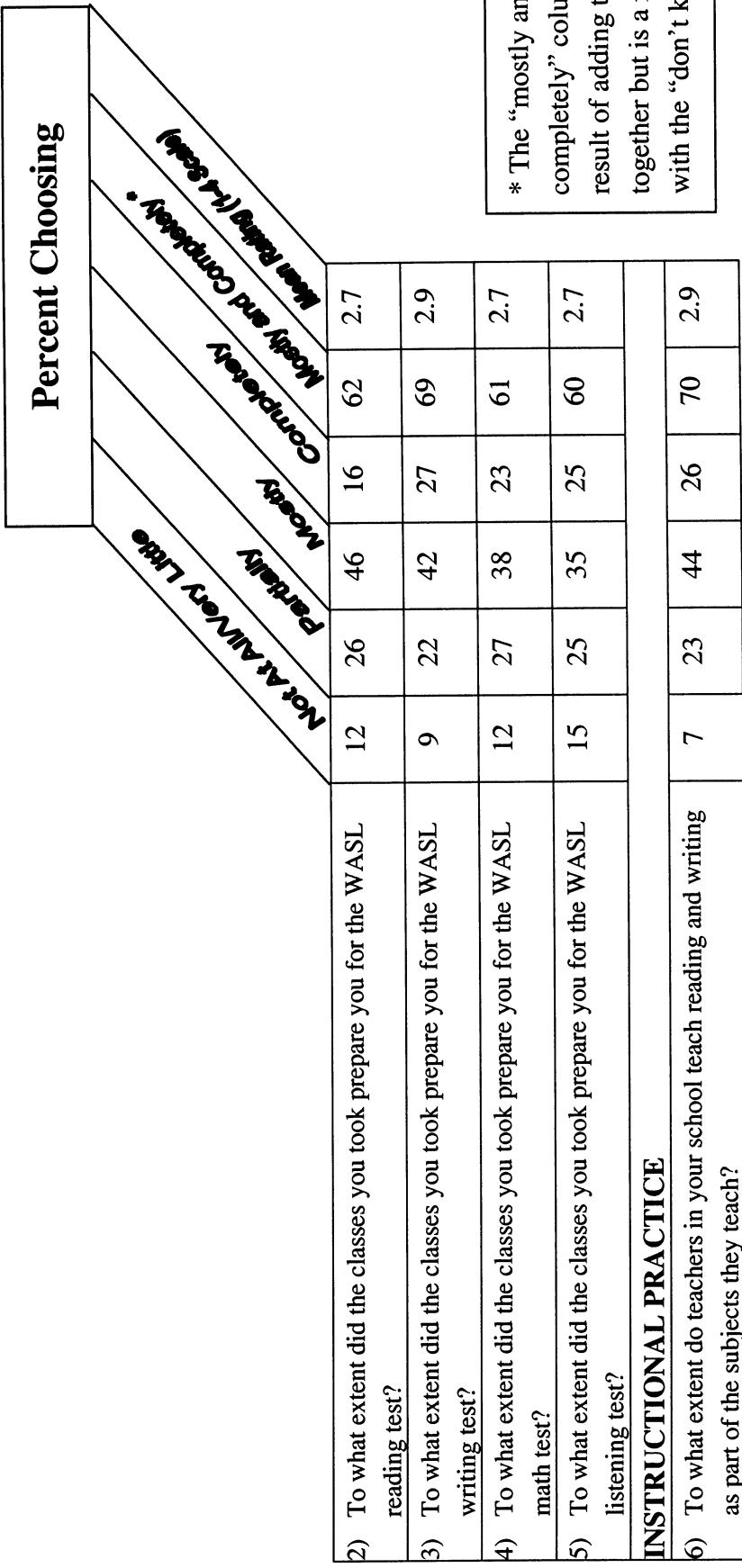
From the principals' standpoint, the greatest needs are in the areas of time for planning and collaboration and resources for curriculum and student support programs.

# EIGHTH GRADE STUDENTS – SUMMARY OF RESPONSES

N = 2819

## CURRICULUM ALIGNMENT:

- 1) In general, how familiar were you with the knowledge and skills measured on the WASL?
- A) Not at all familiar = 4    B) Partially familiar = 55    C) Very familiar = 41



**ASSESSMENT PRACTICE:**

- 7) How much practice did you have for the types of questions you found on the WASL?
- A) Lots of practice – I was very familiar with the types of questions = 45
  - B) Some practice – I had seen those types of questions before = 51
  - C) No practice – those types of questions were new to me = 5
- 8) Did you receive training on test taking skills and strategies?
- A) Yes = 80
  - B) No = 20
- NOTIFICATION:**
- 9) Did you take the WASL test last spring in the 7<sup>th</sup> grade?
- A) Yes = 96
  - B) No = 4
- 10) Are you aware that passing the high school WASL in all four areas (reading, writing, math and listening) will be required for high school graduation?
- A) Yes = 78
  - B) No = 22
- 11) When is this requirement supposed to take effect?
- A) Don't Know = 35
  - B) The class of 2005 = 8
  - C) The class of 2006 = 4
  - D) The class of 2007 = 19
  - E) The class of 2008 = 34
- 12) When did you first learn about this requirement?
- A) Didn't know about it = 23
  - B) Very recently (in the last two months) = 14
  - C) Last school year = 39
  - D) More than a year ago = 23
- 13) Have you been told about your progress towards understanding the knowledge and skills tested on the WASL?
- A) Yes, based on classroom work and tests = 46

- B) Yes, but only after I took the WASL in seventh grade = 22
- C) No, I haven't been told = 33

**STUDENT SUPPORT:**

- 14) Have your teachers given you any extra help outside of class time to learn the knowledge and skills that are on the WASL?

- A) Yes = 20      B) No = 81

- 15) Have you taken any special classes to help you learn what's on the WASL? (after school or summer school, etc.)

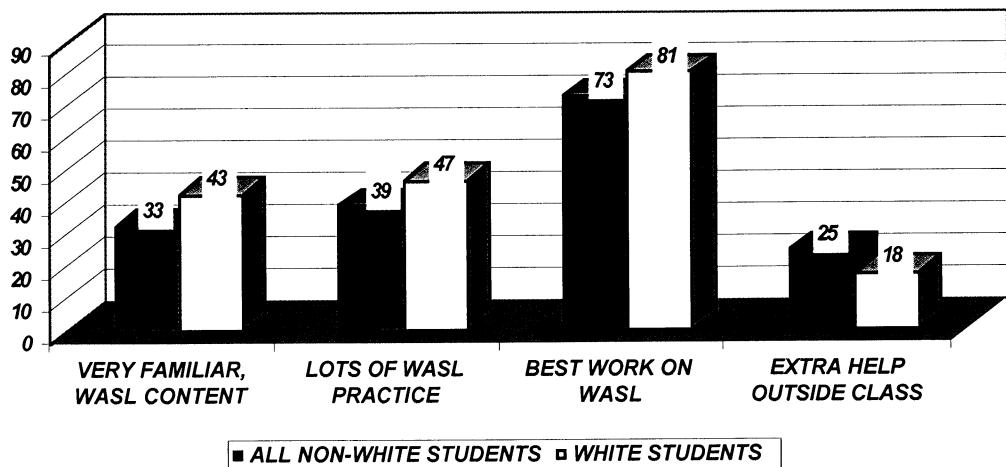
- A) Yes = 7      B) No = 87      C) Don't Remember/Don't Know = 6

**MOTIVATION:**

- 16) Did you try to do your best when you took the WASL?

- A) Yes = 79      B) Sometimes = 17      C) No = 3

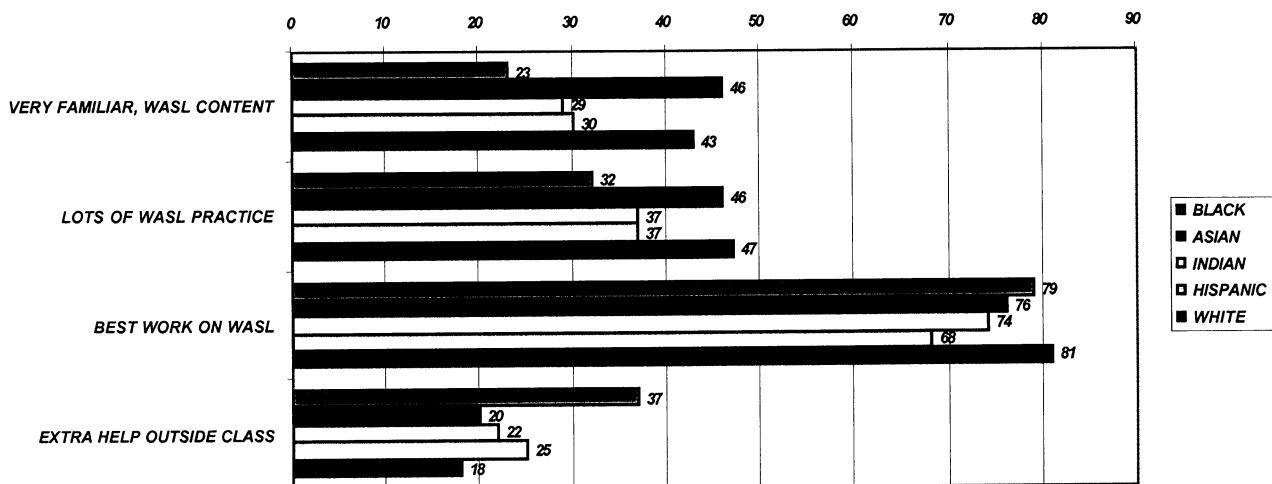
**EIGHTH GRADE STUDENTS, ITEMS WITH DIFFERENCES BETWEEN WHITE AND NON-WHITE STUDENTS, PERCENT RESPONDING YES**



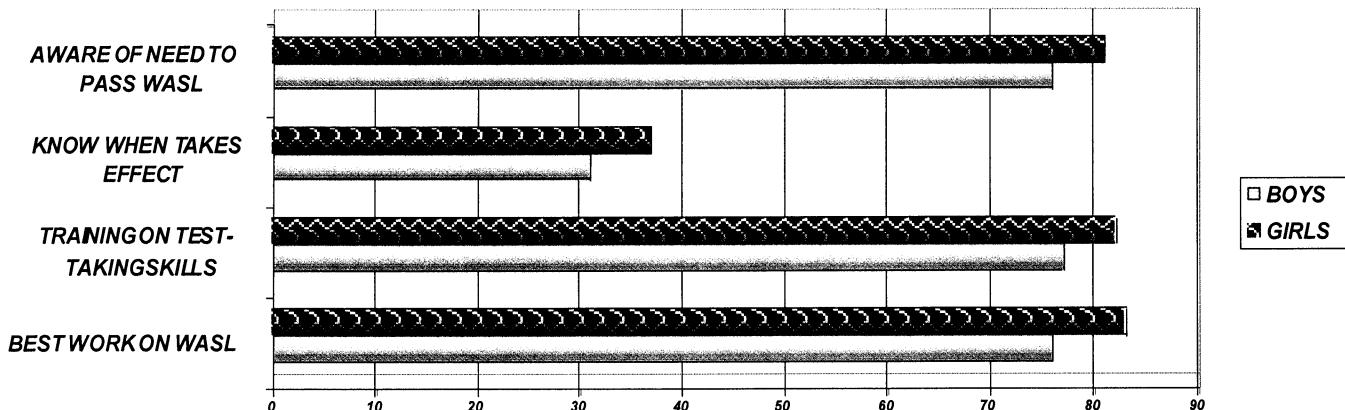
Most of the items on the eighth grade survey showed no differences between white and non-white students. On those that did (above) white students seemed to be more familiar with the WASL. Non-white students reported more extra help outside of class.

An examination of individual groups on the same questions (below) shows Asian and white students knowing most about the WASL. Black students were most likely to receive extra help.

**EIGHTH GRADE STUDENTS, ITEMS WITH DIFFERENCES AMONG ETHNIC GROUPS, PERCENT RESPONDING YES**

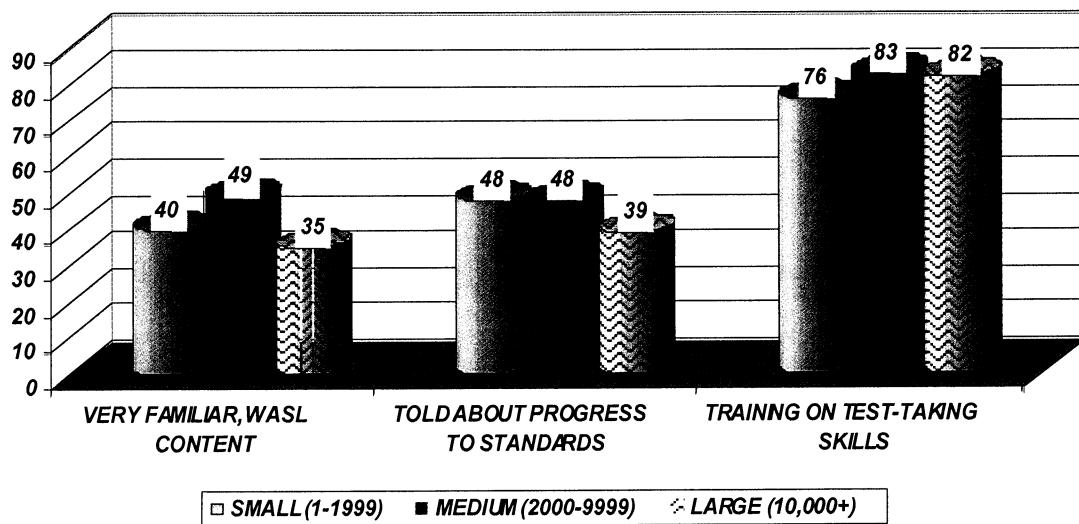


**PERCENT OF 8TH GRADE BOYS AND GIRLS RESPONDING POSITIVELY ON  
ITEMS WITH DIFFERENCES**



On almost all items, responses for 8<sup>th</sup> grade boys and girls were nearly identical. On those with differences (above) girls were more likely to be knowledgeable about the WASL and to do their best work on it. Similarly, there were very few differences based on district size and when there were differences (below) no clear pattern emerged.

**EIGHTH GRADE STUDENTS, ITEMS WITH DIFFERENCES AS A FUNCTION OF DISTRICT SIZE,  
PERCENT RESPONDING YES**



## Middle School Teachers - Summary of Responses N = 329



### CURRICULUM ALIGNMENT

- 1) I have a working knowledge of the EALRs for all four areas tested on the WASL.
- 2) The reading EALRs are targeted in my instruction.
- 3) The math EALRs are targeted in my instruction.
- 4) The writing EALRs are targeted in my instruction.
- 5) The listening EALRs are targeted in my instruction.
- 6) My curriculum, instruction and assessment materials are coordinated with each other.
- 7) Resources are available to purchase or develop the curriculum materials necessary for alignment with the EALRs.

### INSTRUCTIONAL PRACTICE

- 8) My instruction includes reteaching or remediation.

### ASSESSMENT PRACTICE

- 9) My classroom assessments are aligned with the EALRs.
- 10) State and district test results are used for instructional planning.
- 11) Students receive regular objective and descriptive feedback from my classroom assessments.
- 12) I use classroom assessment data for instructional planning.

### NOTIFICATION

- 13) Student progress is periodically reported to students in reference to state benchmarks.

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

	5	32	31	31	0	62	2.9
<b>ASSESSMENT PRACTICE</b>							
9) My classroom assessments are aligned with the EALRs.	5	15	49	30	1	80	3.1
10) State and district test results are used for instructional planning.	14	36	31	16	3	49	2.5
11) Students receive regular objective and descriptive feedback from my classroom assessments.	6	17	49	27	1	77	3.0
12) I use classroom assessment data for instructional planning.	7	21	43	28	0	72	2.9
<b>NOTIFICATION</b>							
13) Student progress is periodically reported to students in reference to state benchmarks.	30	29	21	12	9	36	2.2

## Percent Choosing

Percent choosing  
\*  
Meets now  
Doesn't know  
Completely  
Partially  
Not at all  
Total

- 14) The district has a system of tracking student progress towards state standards over time.

- 15) My evaluation of student work is reported to students and parents in terms of state standards.

- 16) Are you aware that passing the high school WASL in all four areas (reading, writing, math, and listening) will be required for high school graduation?

- A) Yes = 97      B) No = 3

- 17) When is this requirement supposed to take effect?

- A) The graduating class of 2004 = 5  
B) The class of 2005 = 6  
C) The class of 2006 = 6  
D) The class of 2007 = 14  
E) The class of 2008 = 69

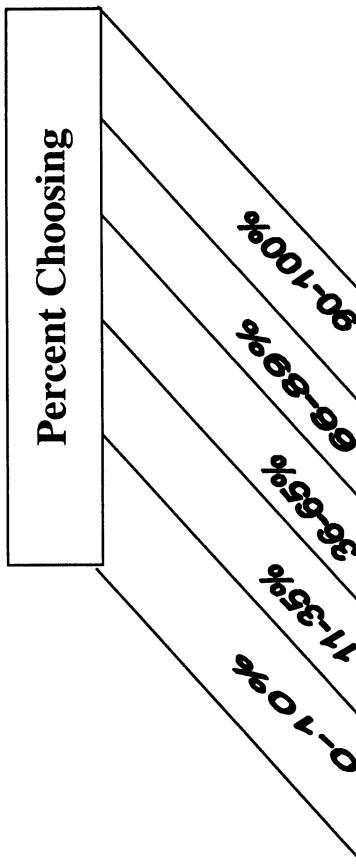
- 18) When did you first learn about this requirement?

- A) Didn't know about it = 5  
B) Very recently (in the last two months) = 10  
C) Last school year = 18  
D) More than a year ago = 67

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

Percent Choosing						
	Don't Know	Completely Wrong	Partially Wrong	Partially Right	Completely Right	Don't Know
<b>TEACHER READINESS</b>						
19) Teachers in our school have had the opportunity to learn the skills they need to effectively teach the EALRs.	9	24	40	21	6	65
20) Time is available for in-school training, collaboration and planning.	19	40	26	14	2	40
21) Teachers in our school receive professional feedback when they implement new instructional strategies.	31	24	5	9	32	2.0
22) Resources are available to provide adequate professional development to teachers (including ongoing in-school support).	20	40	28	6	5	36
23) Teachers in this school support education reform.	5	22	51	15	7	71
<b>STUDENT SUPPORT</b>						
24) Currently available resources for the regular education program are sufficient to allow most students to reach the standards.	11	31	37	13	8	55
25) Resources are available to provide an adequate level of support services for students' social/emotional/physical problems that interfere with their opportunity to learn.	23	35	29	8	6	39

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.



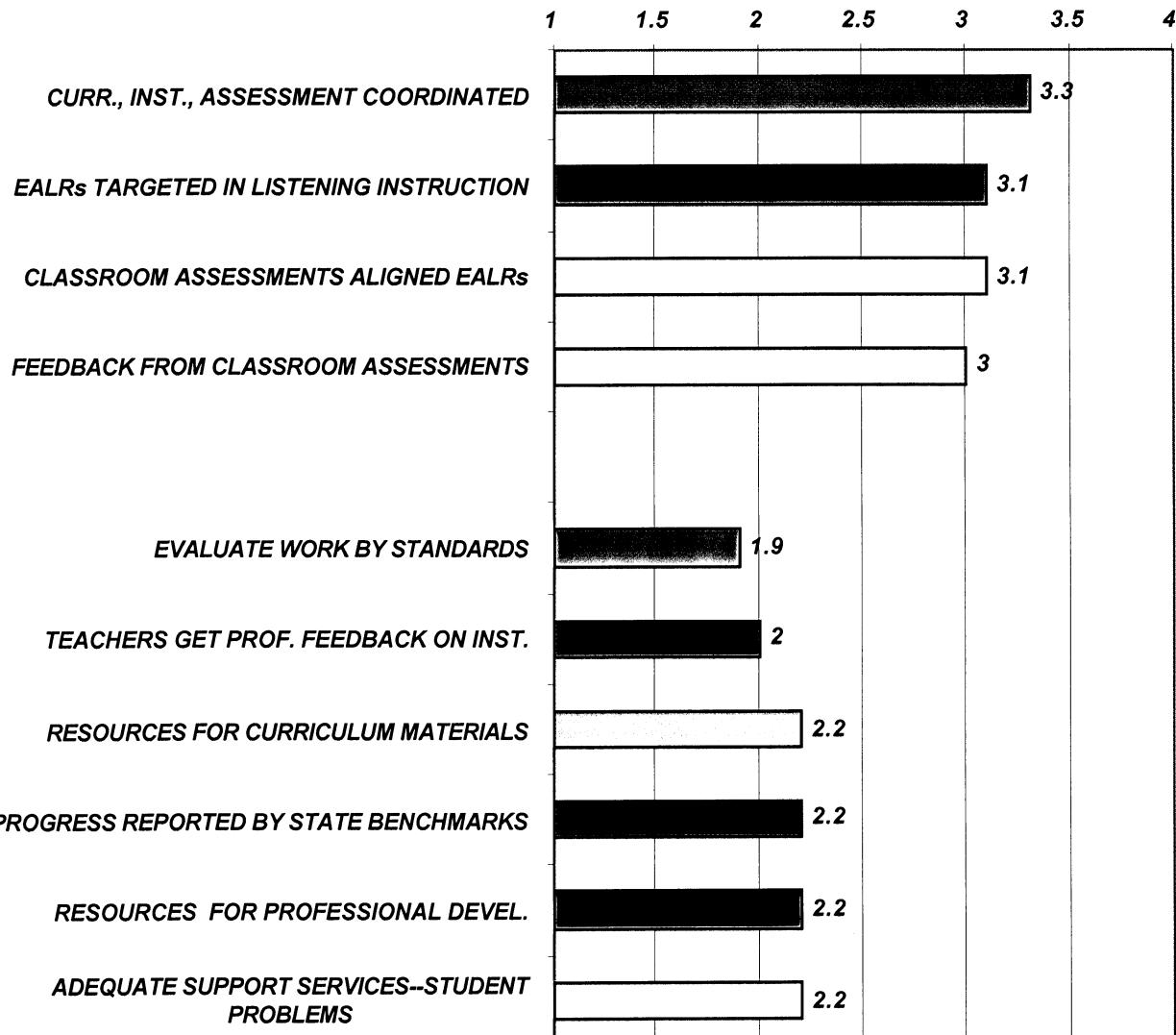
#### **STUDENT SUPPORT**

- |   |    |    |    |    |    |
|---|----|----|----|----|----|
| 26) What percentage of your students would need extra help outside of class time to meet the standards?   | 7  | 24 | 39 | 20 | 10 |
| 27) Of the students needing extra help to meet the standards, what percentage is being adequately served? | 47 | 27 | 12 | 10 | 6  |

#### **RESOURCES/GENERAL SUPPORT:**

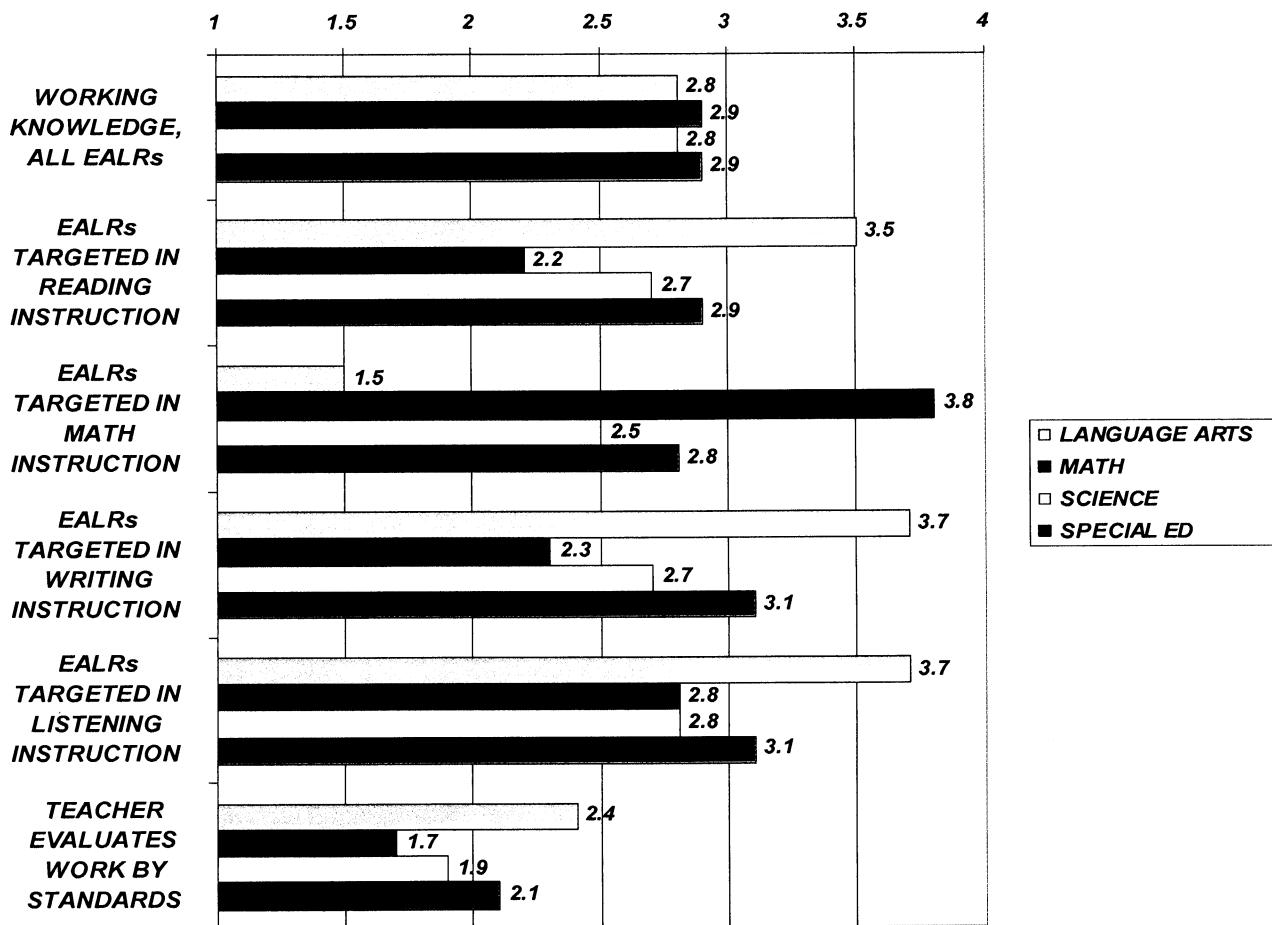
- 28) Does your school have a school improvement plan in place?  
 Yes = 49      No = 5      Working on It = 46

**MIDDLE SCHOOL TEACHERS, HIGHEST AND LOWEST RATED ITEMS**



Middle school teachers rated themselves fairly positively on their assessment practices. Somewhat surprisingly, the listening EALRs are targeted more than any other area. Much of this targeting came from teachers who teach in other than the "core" disciplines. There were a number of concerns for mid-level teachers, mostly echoing those mentioned by other groups.

**MIDDLE SCHOOL TEACHERS, MEAN RATINGS ON SELECTED ITEMS BY SUBJECT TAUGHT**



LANGUAGE ARTS  
 MATH  
 SCIENCE  
 SPECIAL ED

Middle school teachers tend to stay within their disciplines. Language arts teachers are giving the most attention to reading, writing and listening and math teachers are largely focused on math. Surprisingly, science teachers claim to target reading and writing more than math.

Most teachers do not evaluate student work in terms of the standards.

## Middle School Principals-Summary of Responses N=154

	Percent Choosing					
	mostly	completely	mostly & completely	partially	not at all	don't know
<b>CURRICULUM ALIGNMENT</b>						
1) The EALRs are targeted in reading instruction.	6	8	52	33	2	86
2) The middle school <u>reading</u> curriculum has performance standards (frameworks) at each grade level.	14	23	34	27	2	62
3) The EALRs are targeted in <u>math</u> instruction.	4	7	36	53	1	89
4) The middle school <u>math</u> curriculum has performance standards (frameworks) at each grade level.	7	14	37	41	1	79
5) The EALRs are targeted in <u>writing</u> instruction.	4	7	37	51	1	89
6) The middle school <u>writing</u> curriculum has performance standards (frameworks) at each grade level.	7	19	35	37	1	74
7) The EALRs are targeted in <u>listening</u> instruction.	18	21	28	31	3	60
8) The middle school <u>listening</u> curriculum has performance standards (frameworks) at each grade level.	34	20	23	15	8	41
9) The district has the data/information we need to make good decisions about curriculum and/or programs to adopt.	6	17	43	33	1	77
10) Curriculum, instruction and assessment materials are coordinated with each other.	7	28	51	13	1	65
11) Resources are available to purchase or develop the curriculum materials necessary for alignment with the EALRs.	9	37	43	10	1	54
<b>INSTRUCTIONAL PRACTICE</b>						
12) Individual students' reading needs are diagnosed to determine instructional interventions.	7	22	37	33	1	71
13) The instructional time devoted to reading is sufficient for most students to master the EALRs.	7	25	51	16	1	68
14) Individual students' math needs are diagnosed to determine instructional interventions.	5	31	36	23	5	63

The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

	Percent Choosing					
15) The instructional time devoted to mathematics is sufficient for most students to master the EALRs.	5	26	52	14	2	68
16) Individual students' writing needs are diagnosed to determine instructional interventions.	3	28	54	14	1	69
17) The instructional time devoted to writing is sufficient for most students to master the EALRs.	5	18	56	19	3	77
18) Individual students' listening needs are diagnosed to determine instructional interventions.	33	35	20	8	4	29
19) The instructional time devoted to listening is sufficient for most students to master the EALRs.	13	23	35	23	7	62
20) Instruction includes reteaching or remediation.	7	24	46	20	3	68
21) Teachers employ the instructional strategies that are most effective in helping students understand the EALRs.	4	32	58	5	1	64
<b>ASSESSMENT PRACTICE</b>						
22) Classroom assessments are aligned with the EALRs.	7	27	53	11	2	65
23) State and district test results are used for instructional planning.	5	15	43	33	3	79
24) Students receive regular objective and descriptive feedback from classroom assessments.	12	29	49	9	1	59
25) Teachers in our school use classroom assessment data for instructional planning.	9	25	55	12	0	67
26) Teachers in our school provide students training in test taking skills and strategies.	2	26	55	16	1	72

The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

Percent Choosing						
	Not at All	Not Much	Some	Quite a Bit	Mostly	Completely
<b>NOTIFICATION</b>						
27) Student progress is reported in grade level benchmarks.	36	30	25	7	2	32
28) The district has a system of tracking student progress towards state standards over time.	17	28	29	26	1	55
29) Teachers' evaluation of student work is reported to students and parents in terms of state standards.	26	54	18	2	1	20
30) Students in our school are aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma.	5	16	47	33	0	80
31) Parents in our school are aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma.	3	24	49	24	1	73
<b>TEACHER READINESS</b>						
32) Teachers in our school have had the opportunity to learn the skills they need to effectively teach the EALRs.	8	24	46	23	0	69
33) Time is available for in-school training, collaboration and planning.	13	37	31	18	1	50
34) Teachers get professional feedback when they implement new instructional strategies.	5	32	53	10	1	63
35) Teachers in this school support education reform.	4	19	62	15	0	77
36) Resources are available to provide adequate professional development to teachers (including ongoing in-school support).	6	38	45	10	1	56

The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

## Percent Choosing

“mostly”  
“completely”  
“partially”  
“not at all”  
“don’t know”

### SPECIAL POPULATIONS

	8	9	38	42	3	82	3.2
37) Provisions for appropriate WASL accommodations/alternate assessments for all students needing them have been included in IEPs and 504 plans.	12	24	43	19	2	63	2.7
38) The curriculum for special population students is aligned with the EALRs.	5	22	43	29	3	73	3.0
39) Special population teachers accurately use assessment data to diagnose learning needs and plan instruction.							

40) Do you have a sufficient number of teachers and classified staff to maximize performance from your special population students?

Yes = 38

No = 62

41) Do your special populations staff members have sufficient training to maximize performance from your special population students?

Yes = 54

No = 46

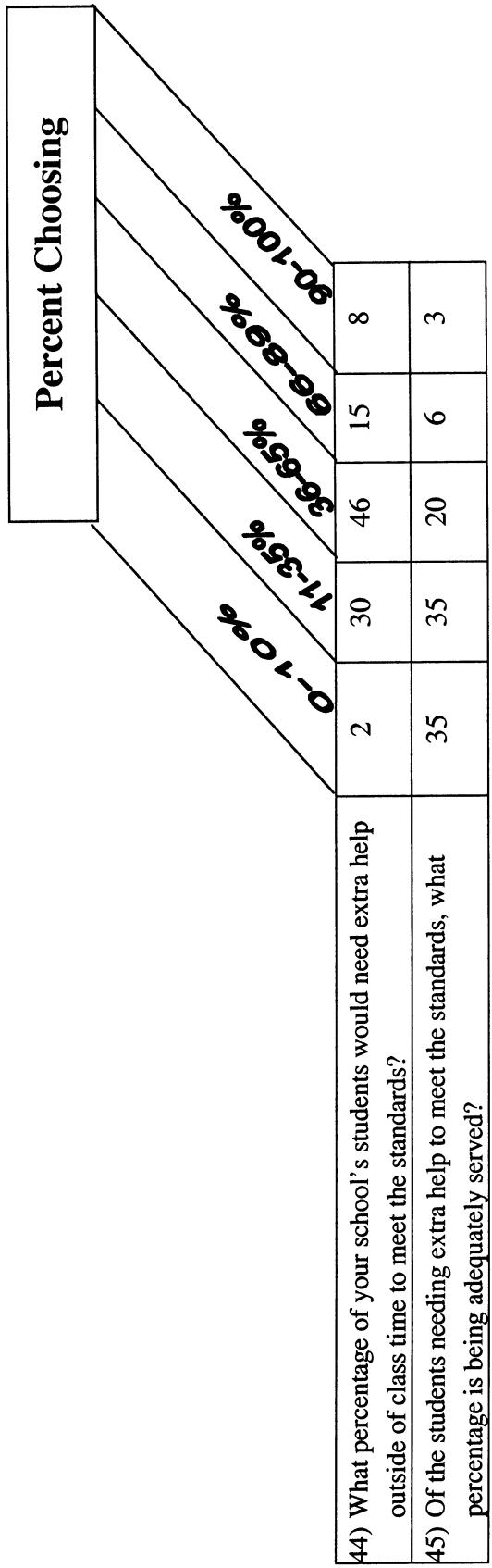
## Percent Choosing

“mostly”  
“completely”  
“partially”  
“not at all”  
“don’t know”

### STUDENT SUPPORT

42) Currently available resources for the regular education program are sufficient to allow most students to meet the standards.	13	43	38	6	1	44	2.4
43) Resources are available to provide an adequate level of support services for students' social/emotional/physical problems that interfere with their opportunity to learn.	18	36	37	9	1	46	2.4

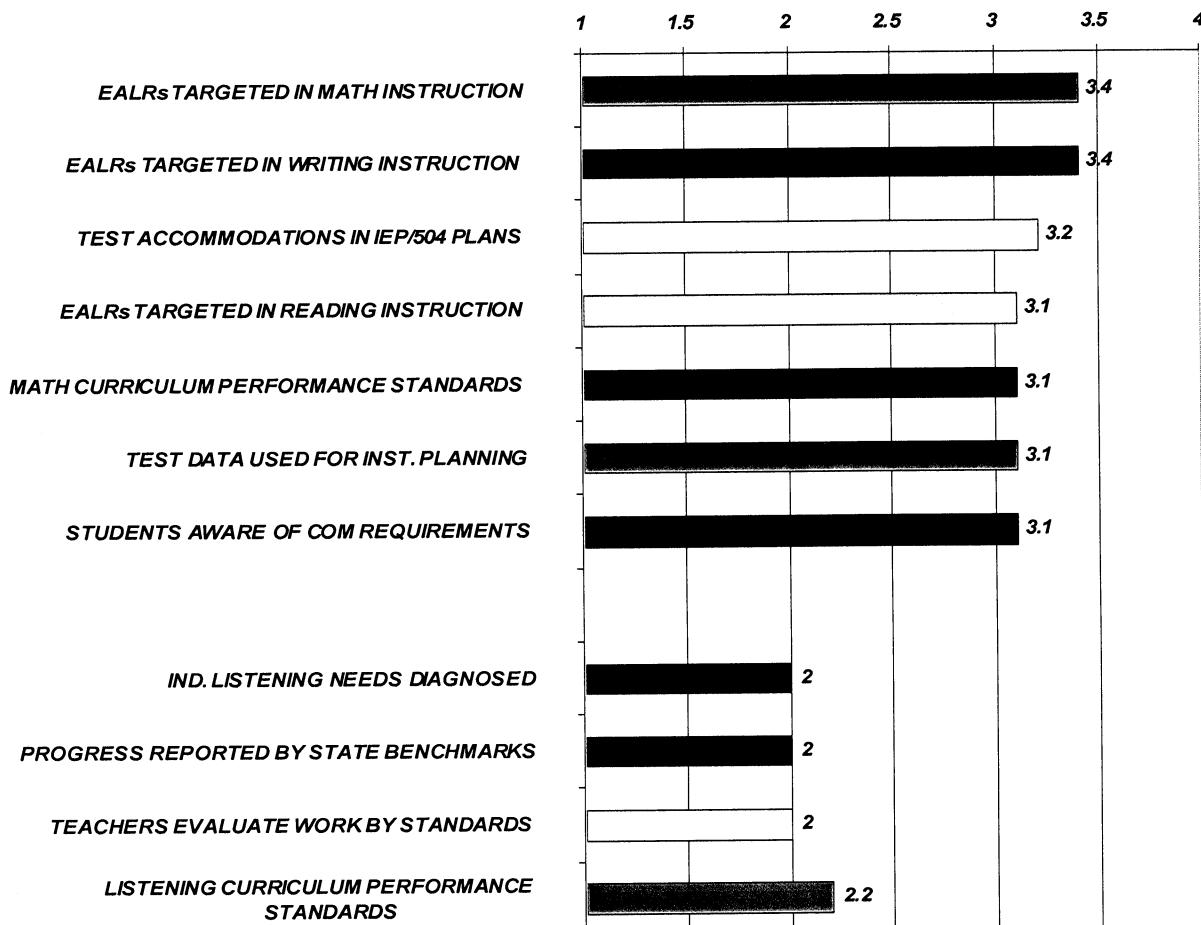
The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.



**RESOURCES/GENERAL SUPPORT:**

- 46) Does your school have a written school improvement plan in place?  
 A) Yes = 62      B) No = 4      C) Working on it = 34

**MIDDLE SCHOOL PRINCIPALS, HIGHEST AND LOWEST RATED ITEMS**



Middle school principals report a high level of curriculum alignment in math, writing and reading and do not agree with the teachers about the targeting of the listening EALRs.

As did other groups, these principals saw weaknesses in the reporting of student progress towards the standards.

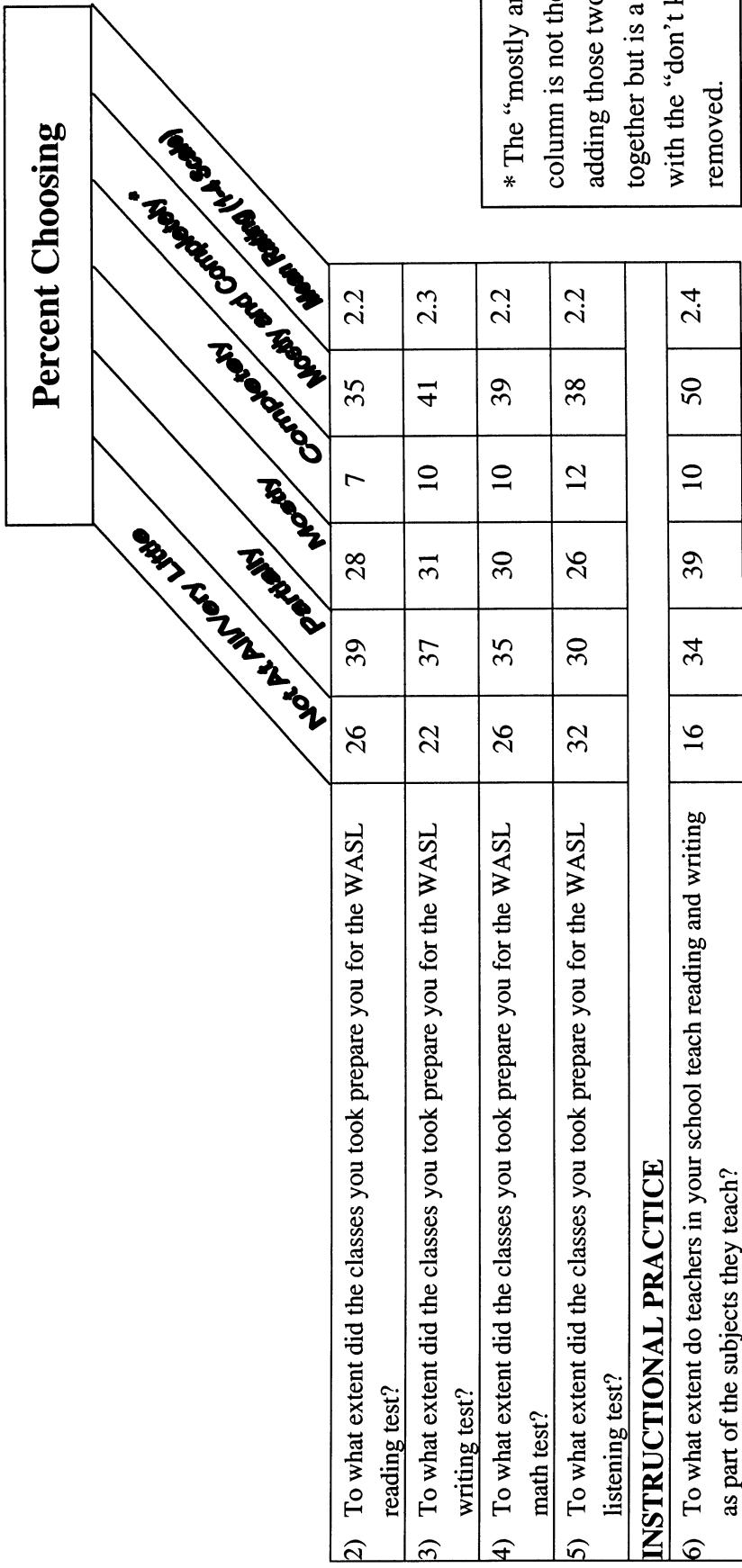
# ELEVENTH GRADE STUDENTS – SUMMARY OF RESPONSES

**N = 2424**

## CURRICULUM ALIGNMENT:

- 1) In general, how familiar were you with the knowledge and skills measured on the WASL?
 

A)	Not at all familiar = 6	B)	Partially familiar = 66	C)	Very familiar = 28
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\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

**ASSESSMENT PRACTICE:**

7) How much practice did you have for the types of questions you found on the WASL?

- A) Lots of practice – I was very familiar with the types of questions = 22
- B) Some practice – I had seen those types of questions before = 65
- C) No practice – those types of questions were new to me = 13

8) Did you receive training on test taking skills and strategies?

- A) Yes = 58
- B) No = 42

**NOTIFICATION:**9) Did you take the WASL test last spring in the 10<sup>th</sup> grade?

- A) Yes = 94
- B) No = 7

10) Are you aware that passing the high school WASL in all four areas (reading, writing, math and listening) will be required for high school graduation?

- A) Yes = 69
- B) No = 31

11) When is this requirement supposed to take effect?

- A) Don't Know = 34
- B) The class of 2005 = 15
- C) The class of 2006 = 13
- D) The class of 2007 = 11
- E) The class of 2008 = 26

12) When did you first learn about this requirement?

- A) Didn't know about it = 22
- B) Very recently (in the last two months) = 11
- C) Last school year = 43
- D) More than a year ago = 24

13) Have you been told about your progress towards understanding the knowledge and skills tested on the WASL?

- A) Yes, based on classroom work and tests = 31

- B) Yes, but only after I took the WASL in tenth grade = 31  
C) No, I haven't been told = 37

**STUDENT SUPPORT:**

- 14) Have your teachers given you any extra help outside of class time to learn the knowledge and skills that are on the WASL?  
A) Yes = 12      B) No = 88

- 15) Have you taken any special classes to help you learn what's on the WASL? (after school or summer school, etc.)  
A) Yes = 4      B) No = 85      C) Don't Remember/Don't Know = 11

**MOTIVATION:**

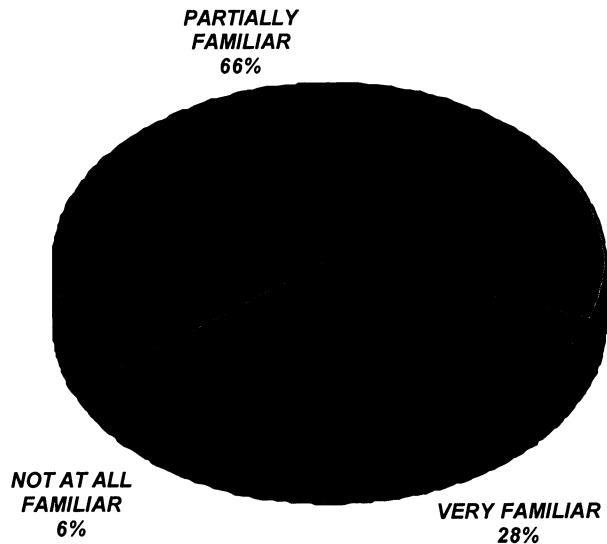
- 16) Do you think the knowledge and skills measured by the WASL are important to your future?

- A) Yes = 47      B) No = 53

- 17) Did you try to do your best work when you took the WASL?

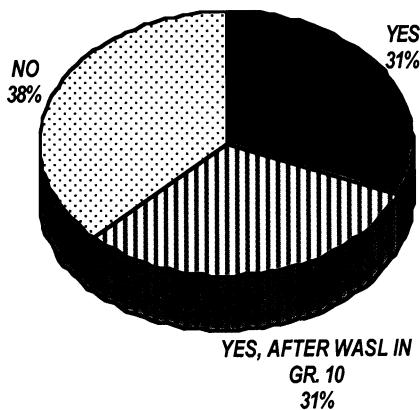
- A) Yes = 47      B) Sometimes = 43      C) No = 11

**HIGH SCHOOL STUDENTS' FAMILIARITY WITH CONTENT ON WASL**

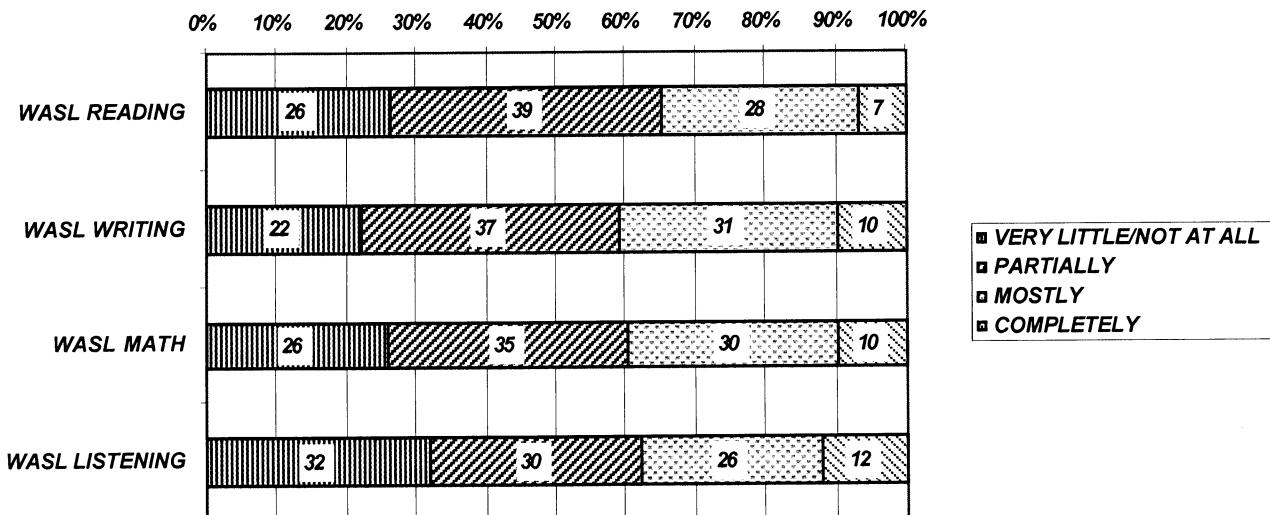


Almost all students reported being at least partially familiar with the content on the WASL. Sixty-two percent of them have had at least some information about their progress towards the standards.

**HIGH SCHOOL JUNIORS, EXTENT TO WHICH THEY WERE TOLD ABOUT PROGRESS TOWARDS MEETING STANDARDS**



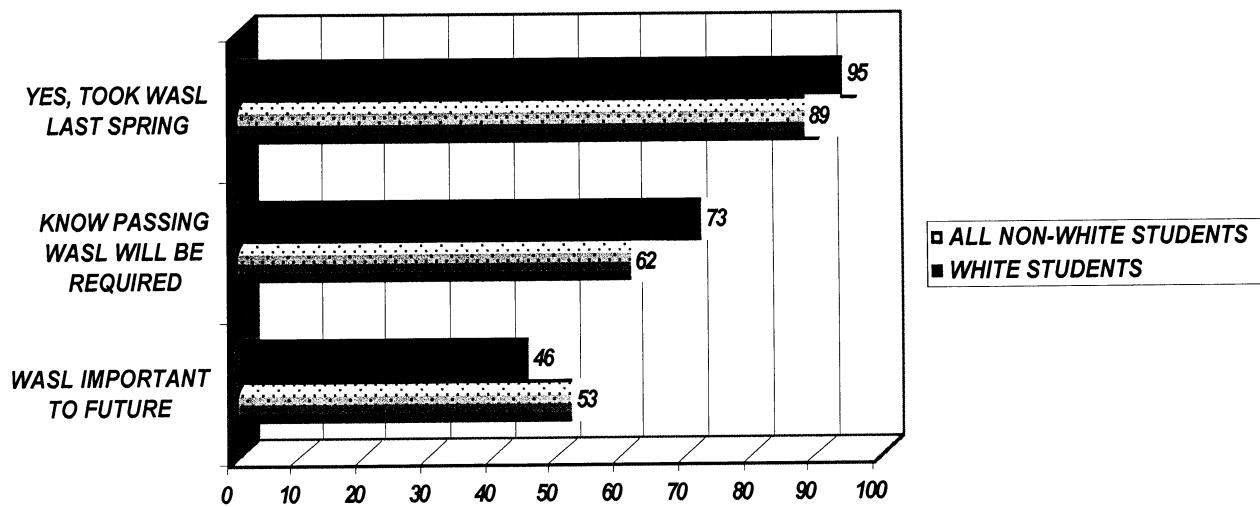
**HIGH SCHOOL JUNIORS, EXTENT TO WHICH THEY FELT THAT CLASSES PREPARED THEM FOR THE WASL**



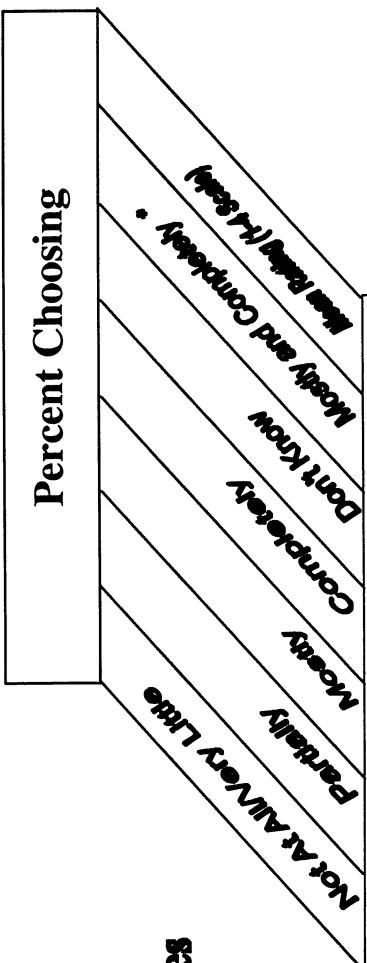
The majority of high school juniors reported that their classes did not provide much preparation for the WASL. It is uncertain, however, whether they would know how what they were taught was connected to the WASL.

Most items showed no differences between white and non-white students. White students knew more about the WASL; non-white students show a higher percentage agreeing that the skills measured by the WASL are important to their futures.

**HIGH SCHOOL JUNIORS, ITEMS WITH DIFFERENCES BETWEEN WHITE AND NON-WHITE STUDENTS, PERCENT RESPONDING YES**



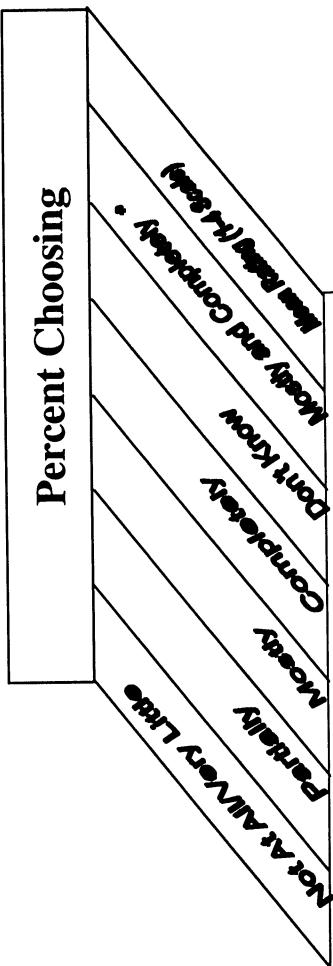
## High School Teachers-Summary of Responses N = 422



### CURRICULUM ALIGNMENT

- 1) I have a working knowledge of the EALRs for all four areas tested on the WASL.
  - 2) The reading EALRs are targeted in my instruction.
  - 3) The math EALRs are targeted in my instruction.
  - 4) The writing EALRs are targeted in my instruction.
  - 5) The listening EALRs are targeted in my instruction.
  - 6) My curriculum, instruction and assessment materials are coordinated with each other.
  - 7) Resources are available to purchase or develop the curriculum materials necessary for alignment with the EALRs.
- INSTRUCTIONAL PRACTICE**
- 8) My instruction includes reteaching or remediation.
- |   | 5 | 25 | 36 | 35 | 0 | 71 | 3.0 |
|---|---|----|----|----|---|----|-----|
| 9) What is the major instructional priority in your school? |   |    |    |    |   |    |     |
| A) What's in the EALRs = 11                                 |   |    |    |    |   |    |     |
| B) What's on the WASL = 24                                  |   |    |    |    |   |    |     |
| C) Both A and B = 46  |   |    |    |    |   |    |     |
| D) Neither A nor B (local curriculum, textbooks, etc.) = 20 |   |    |    |    |   |    |     |

\* The “mostly and completely” column is not the results of adding those two columns together but is a recalculation with the “don’t knows” removed.



### ASSESSMENT PRACTICE

- 10) My classroom assessments are aligned with the EALRs.
- 11) State and district test results are used for instructional planning.
- 12) Students receive regular objective and descriptive feedback from my classroom assessments.
- 13) I use classroom assessment data for instructional planning.

### NOTIFICATION

- 14) Student progress is periodically reported to students in reference to state benchmarks.
- 15) The district has a system of tracking student progress towards state standards over time.
- 16) My evaluation of student work is reported to students and parents in terms of state standards.

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

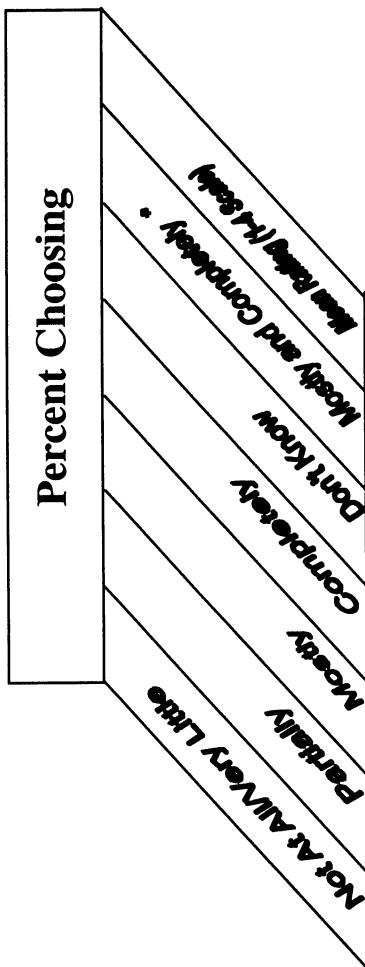
- 17) Are you aware that passing the high school WASL in all four areas (reading, writing, math, and listening) will be required for high school graduation?

A) Yes = 97      B) No = 3

- 18) When is this requirement supposed to take effect?

A) The graduating class of 2004 = 2  
 B) The class of 2005 = 3  
 C) The class of 2006 = 15  
 D) The class of 2007 = 8  
 E) The class of 2008 = 72

- 19) When did you first learn about this requirement?
- Didn't know about it = 1
  - Very recently (in the last two months) = 11
  - Last school year = 14
  - More than a year ago = 74



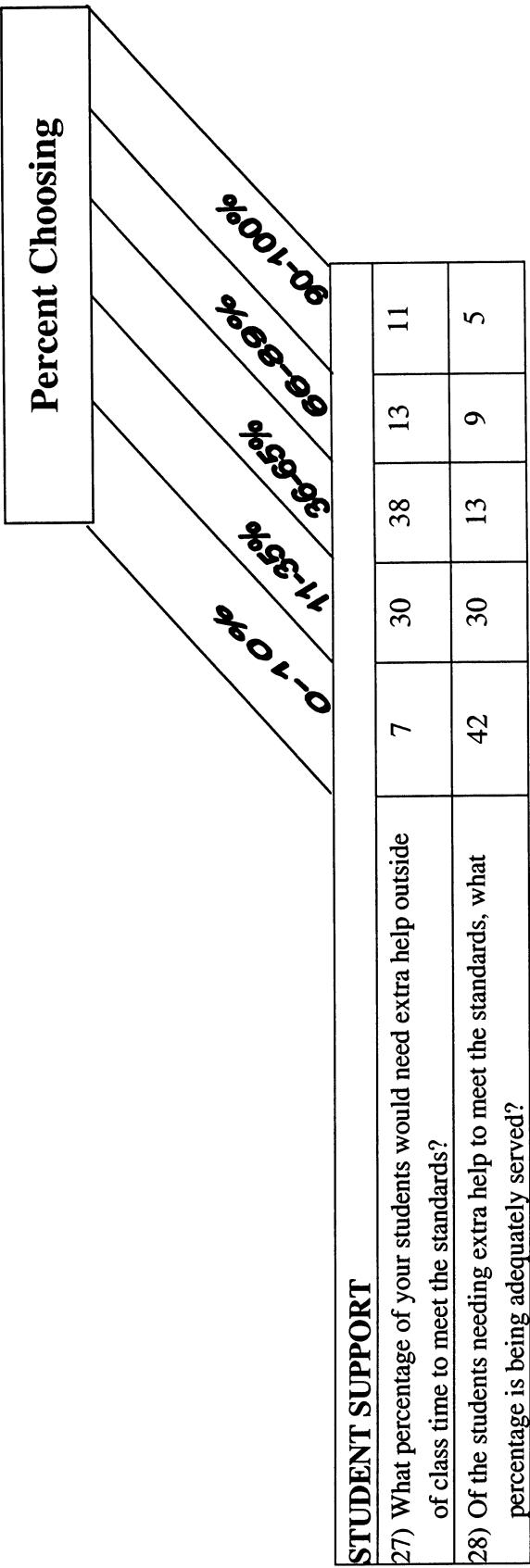
#### **TEACHER READINESS**

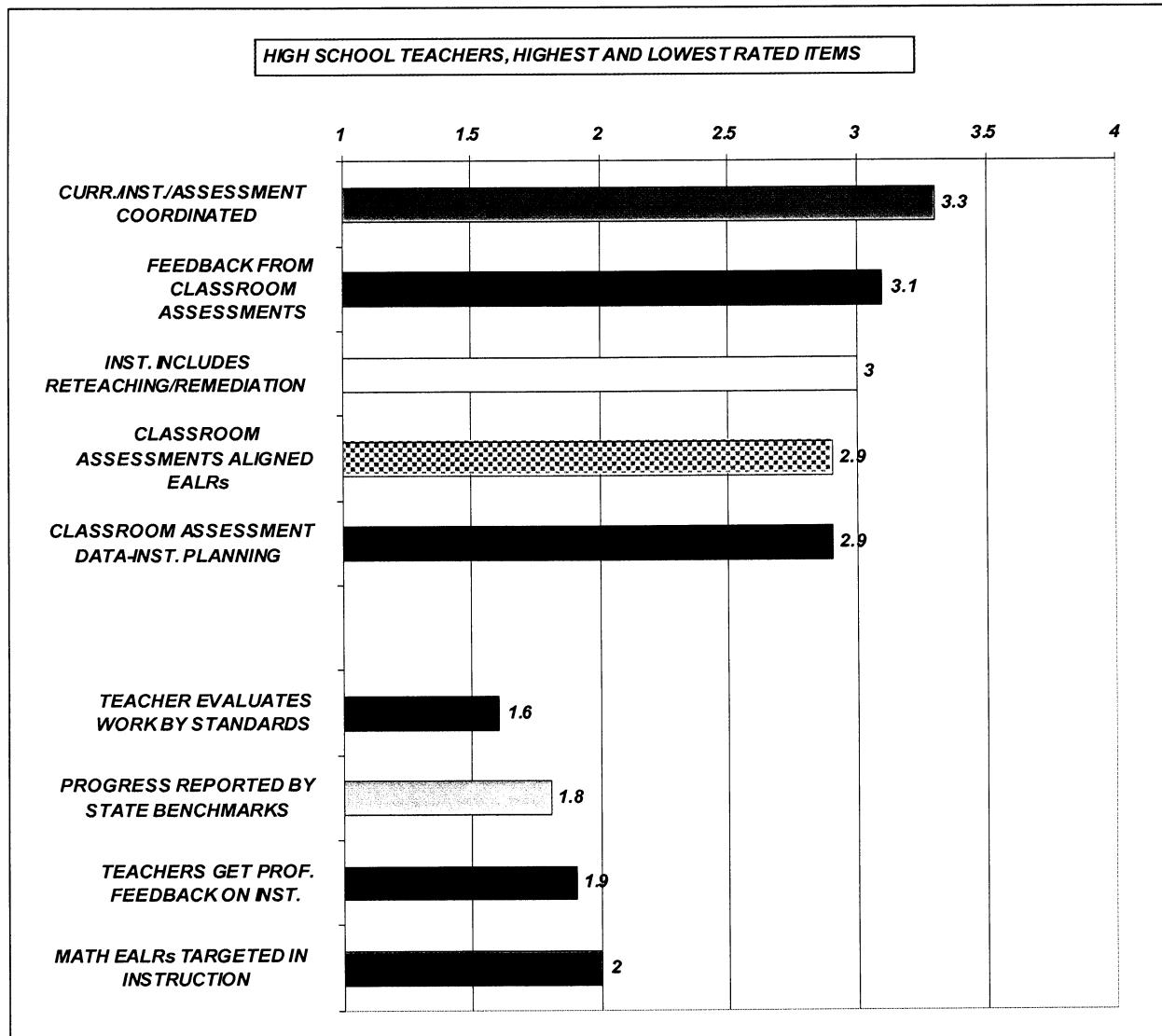
- Teachers in our school have had the opportunity to learn the skills they need to effectively teach the EALRs.
- Time is available for in-school training, collaboration and planning.
- Teachers in our school receive professional feedback when they implement new instructional strategies.
- Resources are available to provide adequate professional development to teachers (including ongoing in-school support).
- Teachers in this school support education reform.

#### **STUDENT SUPPORT**

- Resources within the regular education program are sufficient to allow most students to reach the standards.
- Resources are available to provide an adequate level of support services for students' social/emotional/physical problems that interfere with their opportunity to learn.

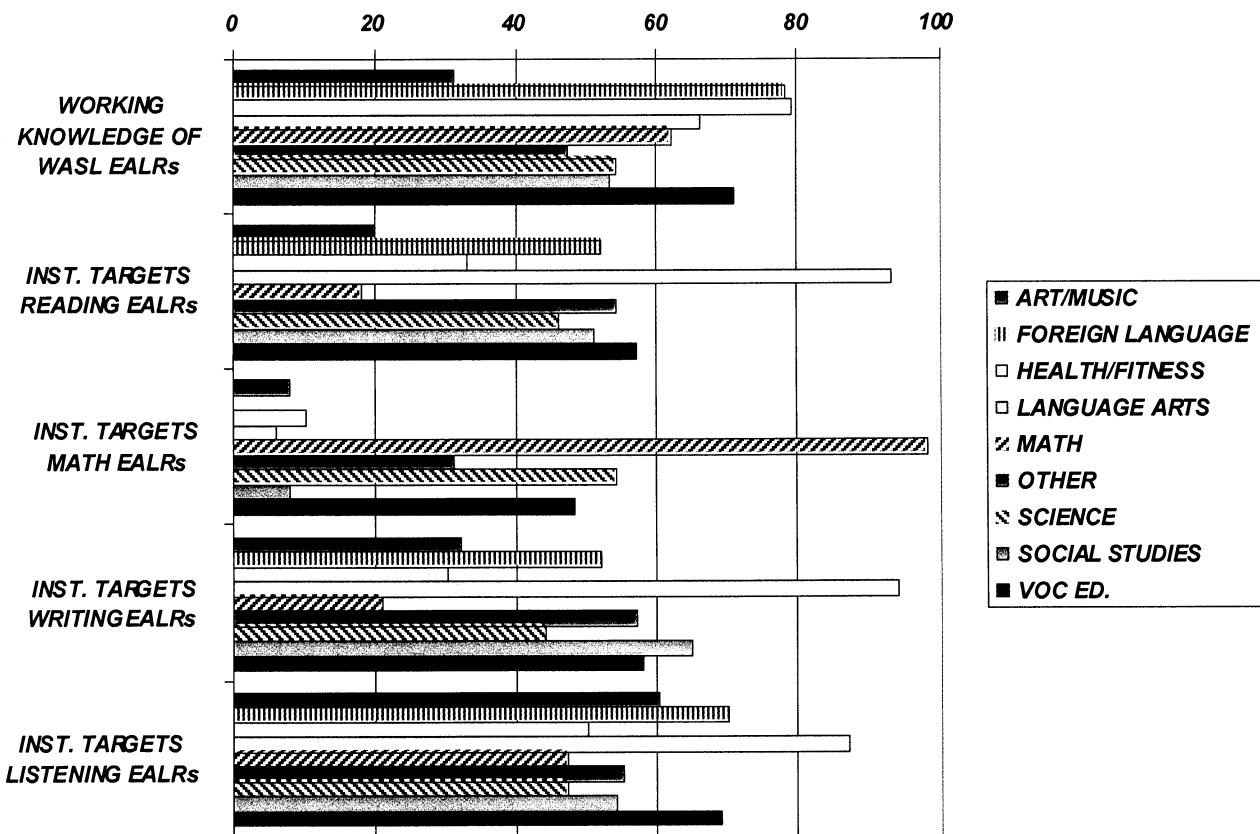
\* The “mostly and completely column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.





High school teachers rated most of their classroom practices, especially assessment, quite positively. They gave themselves extremely low ratings, however, in reporting to students in terms of state standards or benchmarks. The low rating in "math EALRs targeted in instruction" may be misleading as this chart reflects all high school teachers. All or most teachers may teach to the reading, writing and listening EALRs, but the math EALRs are often seen as the exclusive province of the math teachers.

**HIGH SCHOOL TEACHERS, ALIGNMENT BY SUBJECT TAUGHT, PERCENT  
RESPONDING MOSTLY OR COMPLETELY**



Many “non WASL” subject area teachers claim a working knowledge of the EALRs.

Over 90% of the language arts teachers target the reading and writing EALRs; nearly 100% of the math teachers target the math EALRs.

The listening EALRs seem to get a fair amount of attention from all subject area teachers and listening is the most targeted area for teachers of Art/Music, Foreign Language, Health/Fitness and Vocational Education.

## High School Principals-Summary of Responses N=166

### Percent Choosing

\* Don't Know  
Don't Know

### CURRICULUM ALIGNMENT

	6	26	56	12	0	68	2.7
1) The reading EALRs are targeted in instruction.	4	16	56	24	0	80	3.0
2) The math EALRs are targeted in instruction.	3	10	52	34	1	87	3.2
3) The writing EALRs are targeted in instruction.	19	23	43	14	3	58	2.5
4) The listening EALRs are targeted in instruction.	4	30	60	6	1	66	2.7
5) Curriculum, instruction and assessment materials are coordinated with each other..	7	23	49	20	1	70	2.8
6) Our district has the data/information we need to make good decisions about curriculum and/or programs to adopt.	17	43	27	13	1	39	2.4
7) Resources are available to purchase or develop the curriculum materials necessary for alignment with the EALRs.							
8-12) Considering the major disciplines in your school, how far along is each of the following in terms of aligning curriculum materials with the EALRs?							

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

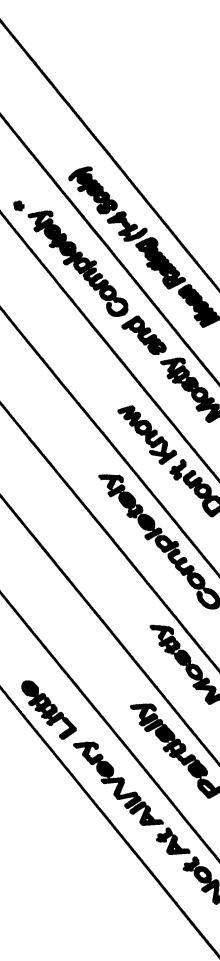
### Percent Choosing

\* Don't Know  
Don't Know

8) Language Arts/ English	1	16	59	24	1	83	3.1
9) Math	3	24	51	22	1	73	2.9
10) Science	5	32	50	11	3	62	2.7
11) Social Sciences	10	39	41	9	2	50	2.5
12) Other Areas:	13	42	36	1	8	40	2.3

	Percent Choosing				
	Mostly Correct	Partially Correct	Incorrect	Don't Know	Not Applicable
<b>INSTRUCTIONAL PRACTICE</b>					
13) Individual students' reading needs are diagnosed to determine instructional interventions.	17	38	27	17	1
14) The instructional time devoted to reading is sufficient for most students to master the EALRs.	13	34	41	9	3
15) Individual students' math needs are diagnosed to determine instructional interventions.	12	38	35	13	2
16) The instructional time devoted to mathematics is sufficient for most students to master the EALRs.	9	32	49	9	2
17) Individual students' writing needs are diagnosed to determine instructional interventions.	6	36	42	15	3
18) The instructional time devoted to writing is sufficient for most students to master the EALRs.	7	25	49	19	0
19) Individual students' listening needs are diagnosed to determine instructional interventions.	33	31	29	4	3
20) The instructional time devoted to listening is sufficient for most students to master the EALRs.	12	24	48	15	2
21) Instruction includes reteaching or remediation.	4	21	63	12	1
22) Teachers employ the instructional strategies that are most effective in helping students understand the EALRs.	3	39	55	3	1
<b>ASSESSMENT PRACTICE</b>					
23) Classroom assessments are aligned with the EALRs.	6	37	53	4	1
24) State and district test results are used for instructional planning.	6	26	52	16	1
25) Students receive regular objective and descriptive feedback from classroom assessments.	7	33	50	10	1
* The "mostly and completely" column is not the result of adding those two columns together but is a recalculation with the "don't knows" removed.					

## Percent Choosing



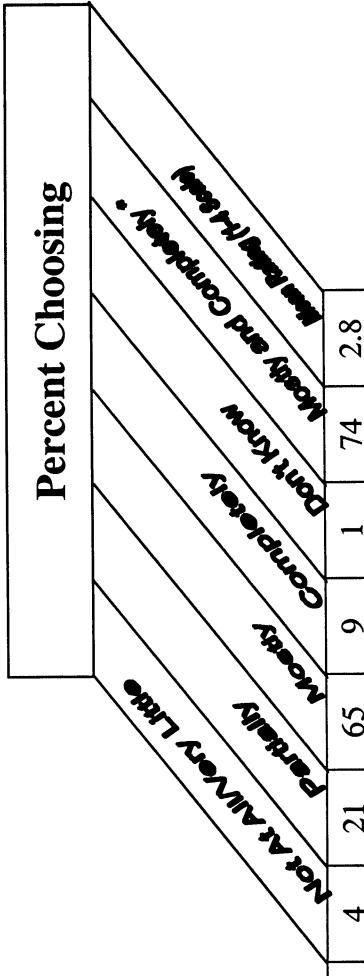
### **NOTIFICATION**

- | Statement  | mostly | completely | not at all | don't know |
|--|--------|------------|------------|------------|
| 28) Student progress is reported in grade level benchmarks.  | 33     | 44         | 14         | 6          |
| 29) Teachers' evaluation of student work is reported to students and parents in terms of state standards.  | 35     | 47         | 14         | 2          |
| 30) <u>Students</u> in our school are aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma. | 5      | 22         | 46         | 26         |
| 31) Parents in our school are aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma.         | 4      | 29         | 54         | 12         |
| 32) The district has a system of tracking student progress towards state standards over time.  | 11     | 27         | 34         | 23         |

### **TEACHER READINESS**

- | Statement   | mostly | completely | not at all | don't know |
|---|--------|------------|------------|------------|
| 33) Teachers in our school have had the opportunity to learn the skills they need to effectively teach the EALRs.           | 4      | 25         | 52         | 19         |
| 34) Time is available for in-school training, collaboration and planning.   | 22     | 26         | 36         | 16         |
| 35) Teachers in our school get professional feedback when they implement new instructional strategies.                      | 7      | 36         | 48         | 7          |
| 36) Resources are available to provide adequate professional development to teachers (including ongoing in-school support). | 21     | 37         | 31         | 11         |

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.



#### **SPECIAL POPULATIONS**

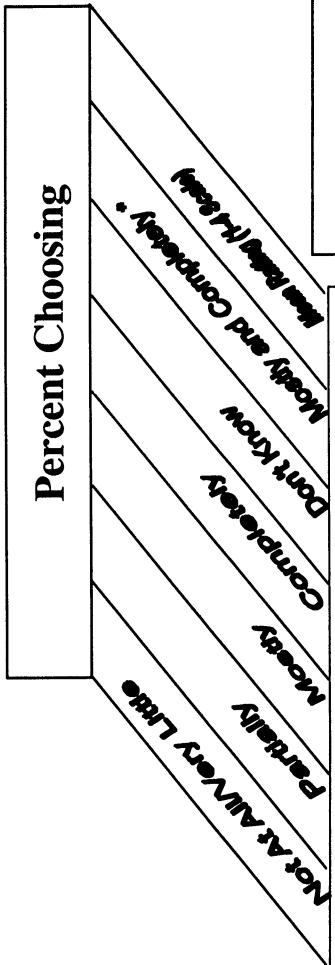
- 37) Our teachers support education reform.
- 38) Provisions for appropriate WASL accommodations/alternate assessments for all students needing them have been included in IEPs and 504 plans.
- 39) The curriculum for special education students is aligned with the EALRs.
- 40) The curriculum and instructional strategies being used are adequate to the task of bringing special education students to the standards.
- 41) The curriculum and instructional strategies being used are adequate to the task of bringing special education students to their individual potential.
- \* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

42) A sufficient number of teachers and classified staff are available to maximize performance from your special education students.

Yes = 42                          No = 58

43) Special education staff members have had sufficient training to maximize performance from your special population students.

Yes = 49                            No = 51

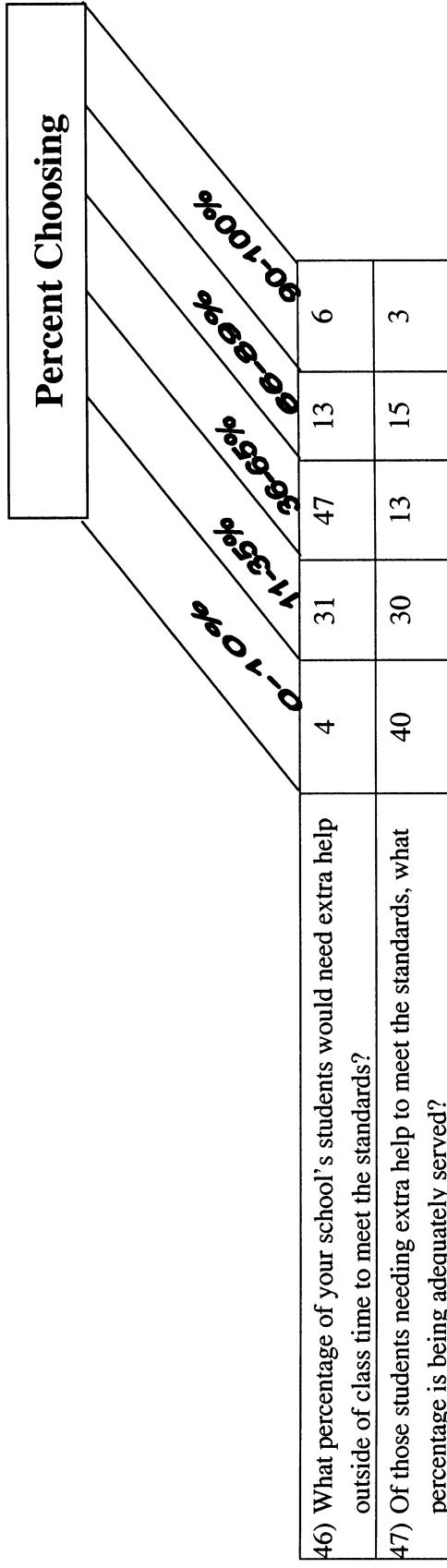


#### STUDENT SUPPORT

- 44) Currently available resources for the regular education program are sufficient to allow most students to meet the standards.
- 45) Resources are available to provide an adequate level of support services for students' social/emotional/physical problems that interfere with their opportunity to learn.

	22	32	35	11	1	46	2.3
	31	34	29	6	0	34	2.1

\* The "mostly and completely" column is not the result of adding those two columns together but is a recalculation with the "don't knows" removed.

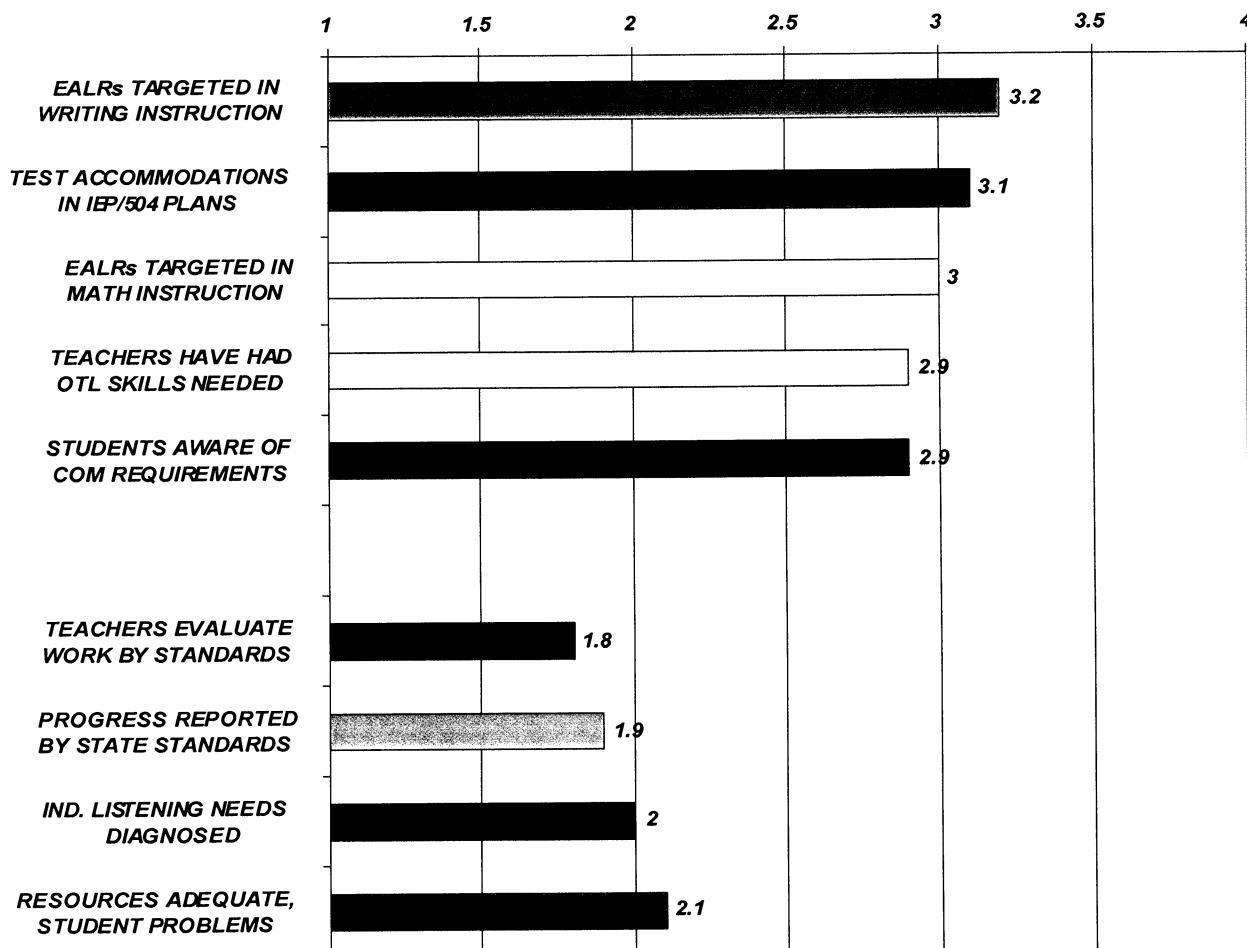


- 46) What percentage of your school's students would need extra help outside of class time to meet the standards?
- 47) Of those students needing extra help to meet the standards, what percentage is being adequately served?

#### RESOURCES/GENERAL SUPPORT:

- 48) Does your school have a school improvement plan in place?
- A) Yes = 68      B) No = 4      C) Working on it = 28

**HIGH SCHOOL PRINCIPALS, HIGHEST AND LOWEST RATED ITEMS**



High school principals gave their highest ratings to curriculum alignment in writing and math. They indicated that most students were aware of Certificate of Mastery requirements.

The principals' lowest ratings were given in the area of communicating to students about their work in terms of state standards. As with other groups at other levels, high school principals were concerned that resources were not adequate to help students with personal problems interfering with their opportunity to learn.

## Assessment Coordinators-Summary of Responses N = 164

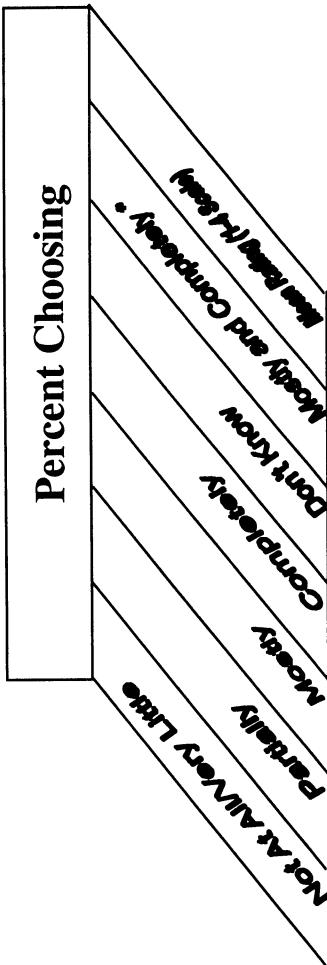
	Percent Choosing					
<b>CURRICULUM ALIGNMENT</b>						
1) The K-12 reading curriculum has performance standards (frameworks) at each grade level.	6	30	30	32	2	63
2) The K-12 mathematics curriculum has performance standards (frameworks) at each grade level.	6	22	36	35	3	72
3) The K-12 writing curriculum has performance standards (frameworks) at each grade level.	9	31	25	33	2	59
4) The K-12 listening curriculum has performance standards (frameworks) at each grade level.	47	28	7	9	9	18
5) Curriculum, instruction and assessment materials are coordinated with each other.	6	33	52	10	1	62
6) Our district has the data/information we need to make good decisions about curriculum and/or programs to adopt.	3	23	55	17	2	74
<b>INSTRUCTIONAL PRACTICE</b>						
7) Individual students' reading needs are diagnosed to determine instructional interventions.	3	22	53	22	1	75
8) Individual students' mathematics needs are diagnosed to determine instructional interventions.	10	42	40	8	1	48
9) Individual students' writing needs are diagnosed to determine instructional interventions.	9	44	39	7	2	46
10) Individual students' listening needs are diagnosed to determine instructional interventions.	48	34	10	3	5	14

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t know’s” removed.

- 11) What is the primary instructional priority in your district?
- What's in the EALRs = 20
  - What's on the WASL = 8
  - Both A and B = 61
  - Neither A nor B (local curriculum, textbooks, etc.) = 17

Percent Choosing						
1	20	8	61	17	0	0
2	20	8	61	17	0	0
3	20	8	61	17	0	0
4	20	8	61	17	0	0
<b>ASSESSMENT PRACTICE</b>						
12) Classroom assessments are aligned with the EALRs.	6	48	36	8	3	45
13) State and district test results are used for instructional planning.	3	28	49	21	0	69
14) Teachers in our district provide students training in test taking skills and strategies.	7	34	49	8	3	58
15) Teachers in our district use classroom assessment data for instructional planning.	3	38	45	11	3	58
16) Students receive regular objective and descriptive feedback from classroom assessments.	6	38	40	9	7	53
<b>NOTIFICATION</b>						
17) Student progress is regularly reported to students in reference to state benchmarks.	24	43	20	7	6	30
18) The district has a system of tracking individual student progress towards state standards over time.	23	35	25	16	1	41
19) Teachers' evaluations of student work are reported to students and parents in terms of state standards.	20	49	23	4	4	28
<b>TEACHER READINESS</b>						
20) Teachers in this district support education reform.	1	23	67	7	2	75
2.8						

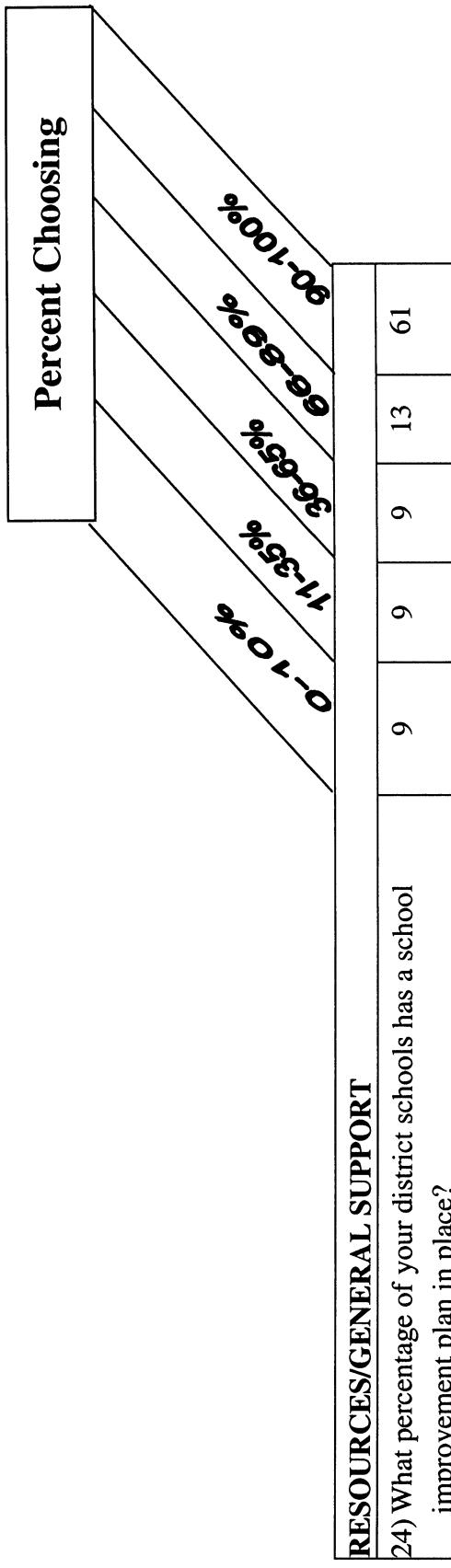
\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.



#### SPECIAL POPULATIONS

21) Provisions for appropriate WASL accommodations/alternate assessments for all students needing them have been included in IEPs and 504 plans.	3	8	38	49	3	89	3.4
22) Teachers accurately use assessment data to diagnose learning needs and plan instruction for special population students.	3	32	45	16	4	64	2.7
<b>STUDENT SUPPORT</b>							
23) Resources within the regular education program are sufficient to allow most students to reach the standards.	18	40	33	8	1	42	2.3

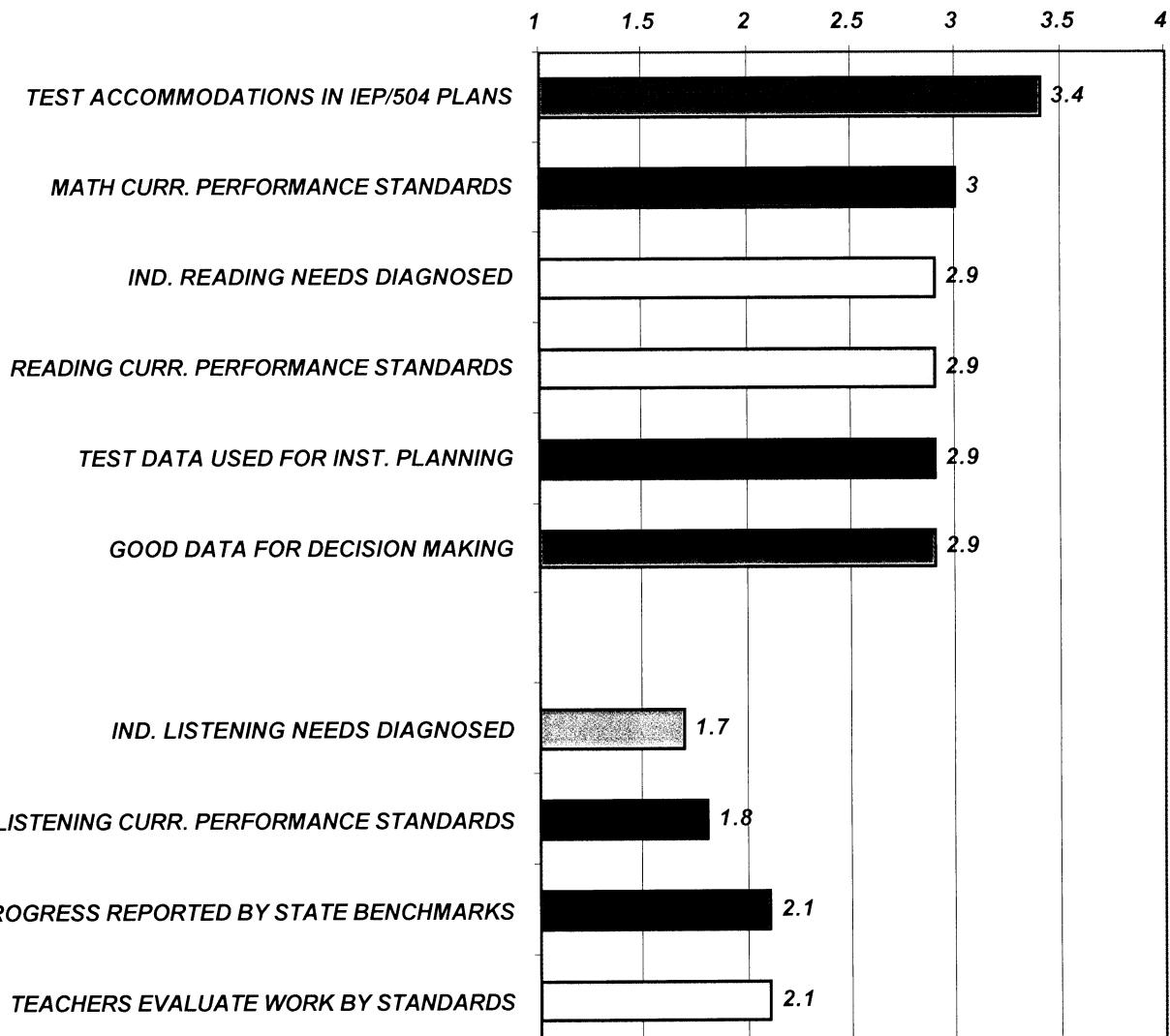
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#### RESOURCES/GENERAL SUPPORT

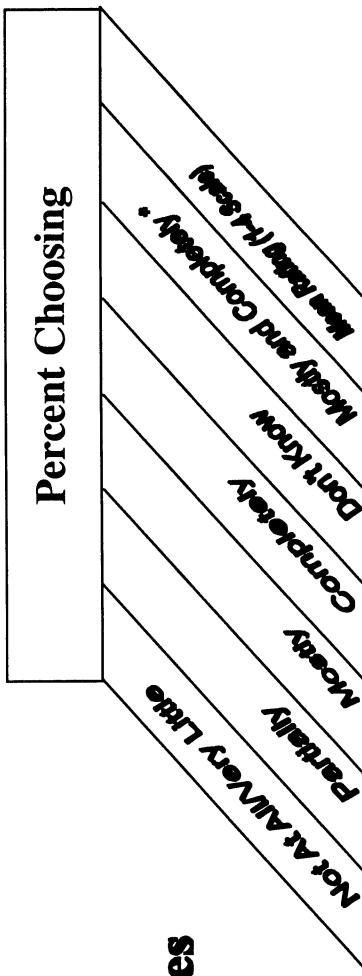
- 24) What percentage of your district schools has a school improvement plan in place?

**ASSESSMENT COORDINATORS, HIGHEST AND LOWEST RATED ITEMS**



Fifty-five percent (164) of the state's assessment coordinators responded to the survey. Most reported fairly high levels of curriculum alignment, except in listening. They judged classroom assessment practices to be in need of improvement, especially in the areas of communicating with students about their learning of the standards. Eighty-nine percent indicated that IEP/504 WASL accommodations were mostly or completely in place. Many reported that test data was being effectively used for instructional planning.

## Counselors-Summary of Responses N = 113



### CURRICULUM ALIGNMENT

- Curriculum, instruction and assessment materials are coordinated with each other.
- Our district has the data/information we need to make good decisions about curriculum and/or programs to adopt.

### INSTRUCTIONAL PRACTICE

- Instruction includes reteaching or remediation.
- Teachers employ the instructional strategies that are most effective in helping students understand the EALRs.

### ASSESSMENT PRACTICE

- State and district test results are used for instructional planning.
- Students receive regular objective and descriptive feedback from classroom assessments.
- Teachers in our school use classroom assessment data for instructional planning.
- Teachers in our school provide students training in test taking skills and strategies.

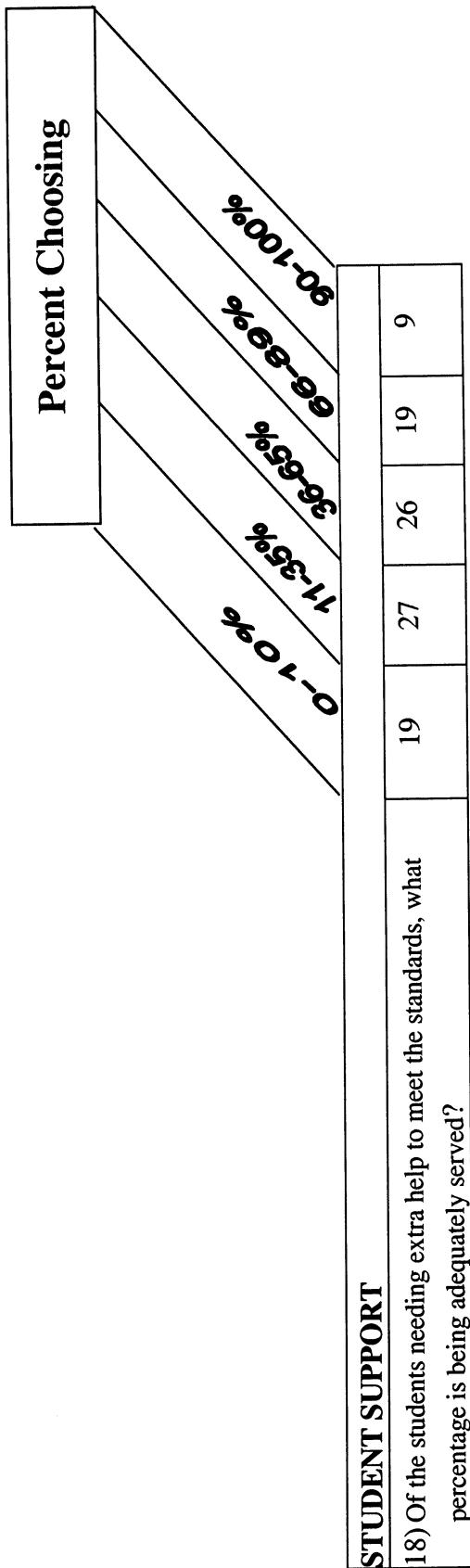
### NOTIFICATION

- Student progress is regularly reported to students in reference to state benchmarks.
- The district has a system of tracking student progress towards state standards over time.
- Teachers' evaluation of student work is reported to students and parents in terms of state standards.

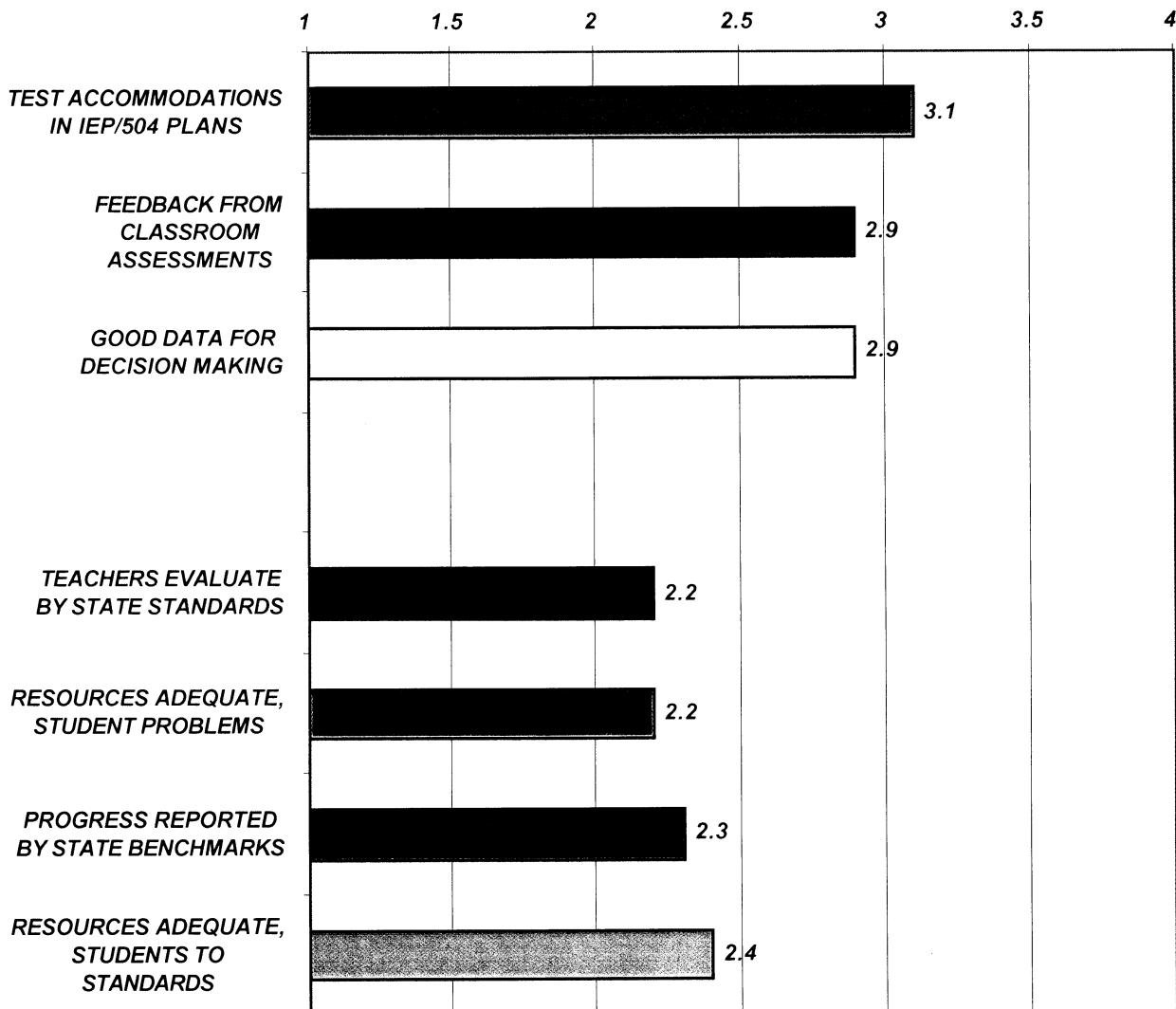
\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

	Percent Choosing					
12) Students in our school are aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma.	10    24    47    15    4    64    2.7					
13) Parents in our school are aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma.	6    26    50    12    6    65    2.7					
<b>TEACHER READINESS</b>						
14) Teachers in this school support education reform.	2    28    55    11    5    69    2.8					
<b>SPECIAL POPULATIONS</b>						
15) Provisions for appropriate WASL accommodations/alternate assessments for all students needing them have been included in IEPs and 504 plans.	9    13    29    42    7    77    3.1					
<b>STUDENT SUPPORT</b>						
16) Currently available resources for the regular education program are sufficient to allow most students to reach the standards.	19    29    36    12    5    50    2.4					
17) Resources are available to provide an adequate level of support services for students' social/emotional/physical problems that interfere with their opportunity to learn.	24    39    32    5    0    37    2.2					

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.



**COUNSELORS, HIGHEST AND LOWEST RATED ITEMS**

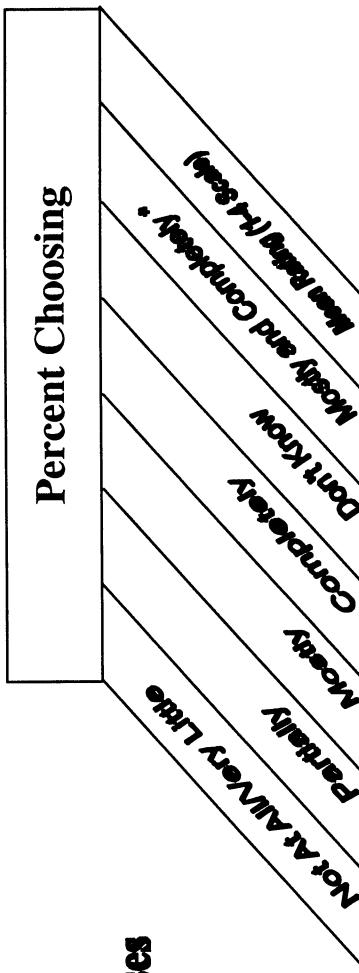


The return rate for counselors was the lowest of any staff group at 38% of the sample. It is possible that many didn't feel they knew enough about the issues to accurately respond. Of those who did respond, as many as 17% answered "don't know" on an item.

Counselors were positive about testing accommodation plans and the use of data. They had concerns about reporting procedures and having the resources to help all students reach the standards.

## Curriculum Directors-Summary of Responses

**N = 156**



### CURRICULUM ALIGNMENT

#### Elementary: Reading, Math, Writing, Listening

- 1) The adopted curriculum materials are aligned with the EALRs.
- 2) Elementary students are assessed in relation to performance standards (frameworks) at each grade level.
- 3) An aggressive K-3 early literacy program is in place.
- 4) Curriculum, instruction and assessment materials are coordinated with each other.

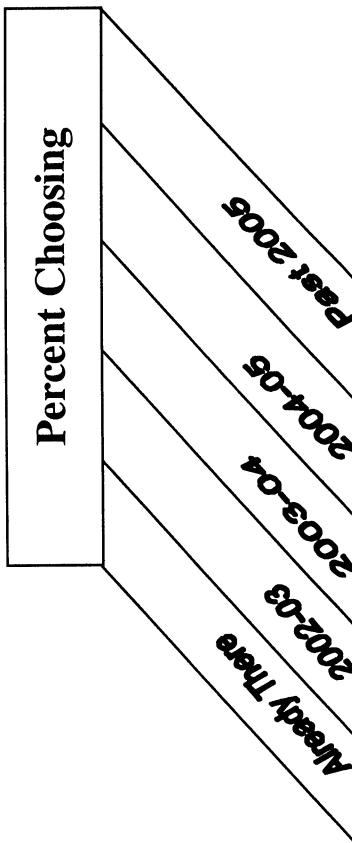
#### Middle School: Reading, Math, Writing, Listening

- 5) The adopted curriculum materials are aligned with the EALRs.
- 6) Middle school students are assessed in relation to performance standards (frameworks) at each grade level.
- 7) Curriculum, instruction and assessment materials are coordinated with each other.

#### High School: Reading, Math, Writing, Listening

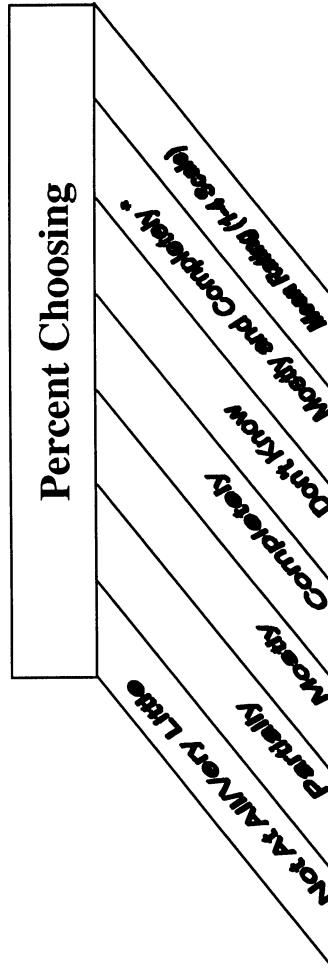
- 8) The adopted curriculum is aligned with the EALRs.
  - 9) High school students are assessed in relation to performance standards (frameworks) at each grade level.
  - 10) Curriculum, instruction and assessment materials are coordinated with each other.
- District as a Whole**
- 11) District resources are available to purchase or develop the curriculum materials necessary for alignment with the EALRs.

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.



#### CURRICULUM ALIGNMENT

12) Based on current and anticipated resources, in what year will your district have adopted K-12 curricula that are reasonably aligned with the EALRs for Reading?	48	9	23	13	7
13) Based on current and anticipated resources, in what year will your district have adopted K-12 curricula that are reasonably aligned with the EALRs for Writing?	39	13	24	20	5
14) Based on current and anticipated resources, in what year will your district have adopted K-12 curricula that are reasonably aligned with the EALRs for Math?	45	10	27	15	3
15) Based on current and anticipated resources, in what year will your district have adopted K-12 curricula that are reasonably aligned with the EALRs for Science?	26	10	15	27	22



#### **INSTRUCTIONAL PRACTICE**

##### **Elementary: Reading, Math, Writing, Listening**

- 16) Individual students' needs are diagnosed to determine instructional interventions.
- 17) The instructional time devoted to these areas is sufficient for mastery of the EALRs.

##### **Middle School: Reading, Math, Writing, Listening**

- 18) Individual students' needs are diagnosed to determine instructional interventions.
- 19) The instructional time devoted to these areas is sufficient for mastery of the EALRs.

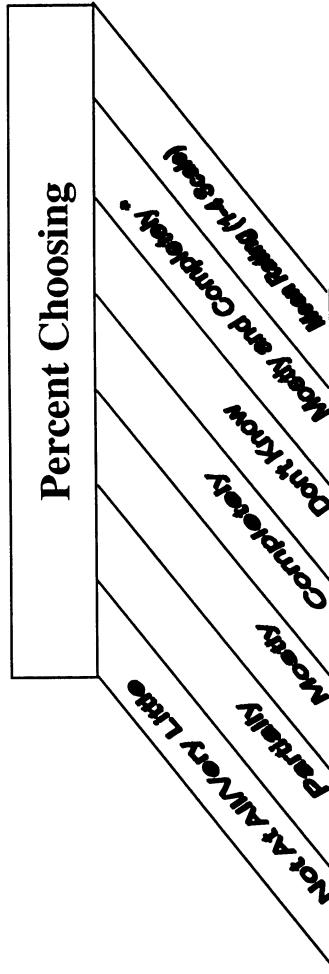
##### **High School: Reading, Math, Writing, Listening**

- 20) Individual students' needs are diagnosed to determine instructional interventions.
- 21) The instructional time devoted to these areas is sufficient for mastery of the EALRs.

#### **ASSESSMENT PRACTICE**

- 22) State and district test results are used for elementary instructional planning.
- 23) State and district test results are used for middle school instructional planning.
- 24) State and district test results are used for high school instructional planning.
- 25) Teachers in your district use classroom assessment data for instructional planning.

\* The "mostly and completely" column is not the result of adding those two columns together but is a recalculation with the "don't knows" removed.



#### NOTIFICATION

- |  | 19 | 34 | 27 | 20 | 1 | 47 | 2.8 |
|--|----|----|----|----|---|----|-----|
| 26) The district has a system of tracking individual student progress towards state standards over time.                                     | 19 | 34 | 27 | 20 | 1 | 47 | 2.8 |
| 27) Teachers' evaluations of student work are reported to students and parents in terms of state standards.                                  | 21 | 49 | 24 | 5  | 1 | 29 | 2.1 |
| 28) Students in your district are aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma. | 7  | 24 | 54 | 13 | 2 | 69 | 2.8 |
| 29) Parents in your district are aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma.  | 6  | 31 | 51 | 10 | 2 | 62 | 2.7 |

- 30) Has your district informed students of the Certificate of Mastery requirements in writing?

Yes = 43

No = 57

- 31) Has your district informed parents of these requirements in writing?

Yes = 49

No = 52

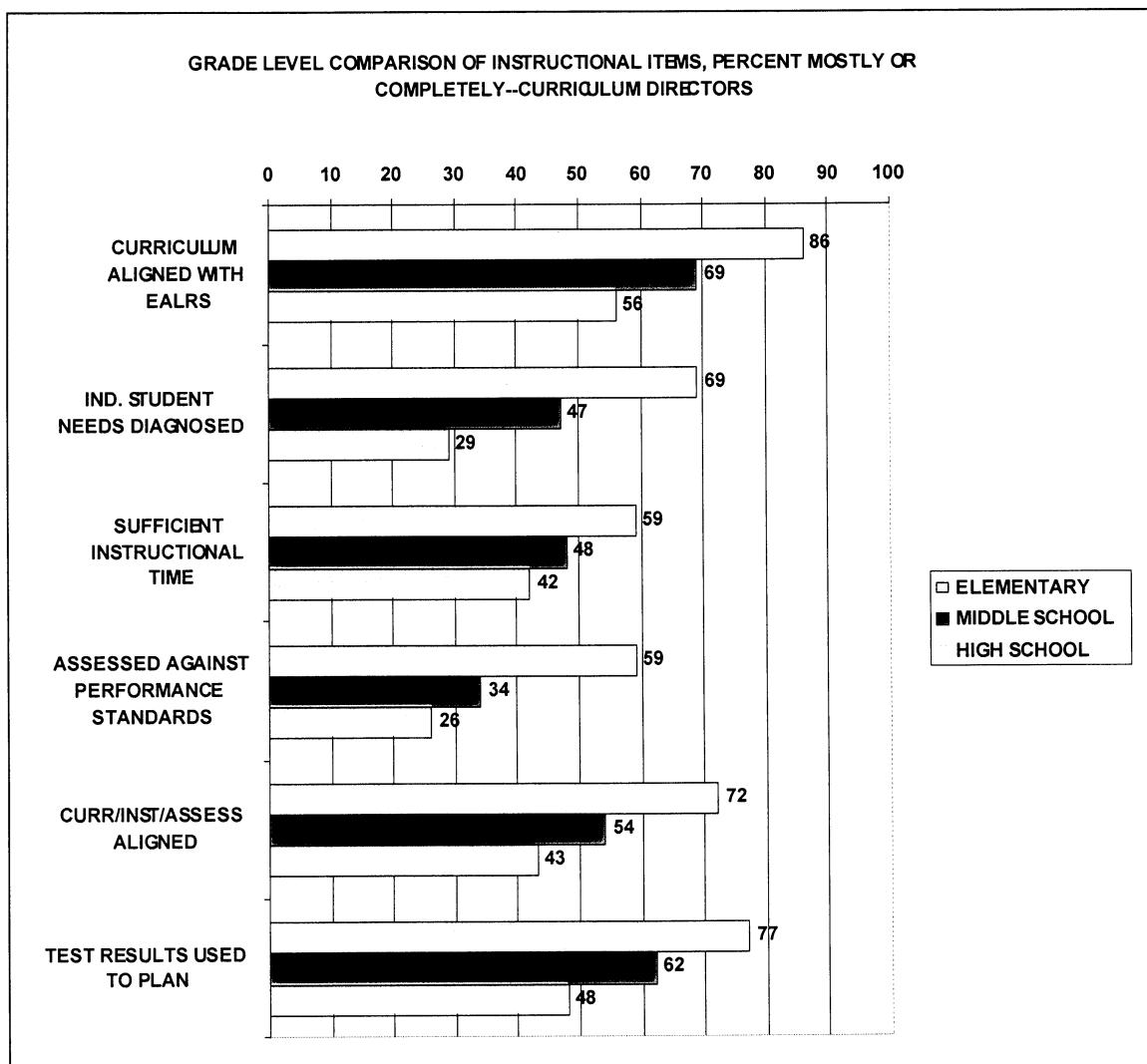
\* The "mostly and completely" column is not the result of adding those two columns together but is a recalculation with the "don't knows" removed.

	Percent Choosing						
	Don't Know	Mostly Don't Know	Mostly Know	Know	Don't Know and Completely Don't Know	Mostly Know and Know	Completely Know
<b>TEACHER READINESS</b>							
32) Teachers in your district have had the opportunity to learn the skills they need to effectively teach the EALRs.	6	24	51	20	0	70	2.8
33) Time is available for in-district training and school-level collaboration and planning.	13	37	33	17	0	50	2.5
34) Teachers in your district get professional feedback when they implement new instructional strategies.	10	39	42	7	1	50	2.5
35) Teachers employ the instructional strategies that are most effective in helping students understand the EALRs.	3	51	44	1	1	45	2.4
36) Teachers in this district support education reform.	3	32	59	5	0	65	2.7
37) District resources are available to provide adequate professional development to teachers (including ongoing in-school support).	16	40	31	13	0	44	2.4
<b>STUDENT SUPPORT</b>							
38) Resources within the regular education program are sufficient to allow most students to reach the standards.	17	38	38	7	0	45	2.3
39) District resources are available to provide an adequate level of support services for students' social/emotional/physical problems that interfere with their opportunity to learn.	25	39	31	5	0	36	2.2
<b>RESOURCES/GENERAL SUPPORT</b>							
40) Your district has the data/information you need to make good decisions about curriculum and/or programs to adopt.	3	24	55	17	0	73	2.9

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t know” removed.

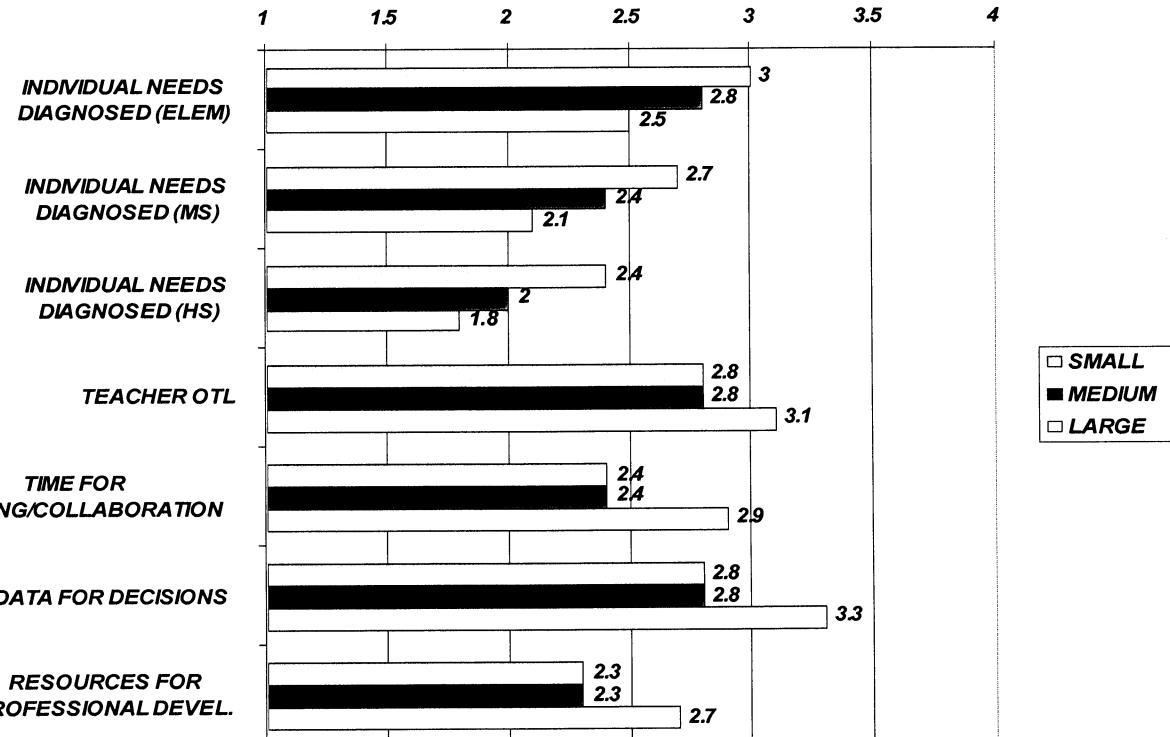
Percent Choosing	
<b>STUDENT SUPPORT</b>	
41) What percentage of students would need extra help outside of class time to meet the standards?	5      26      49      20      1
42) Of the students needing extra help to meet the standards, what percentage is being adequately served?	32      42      17      6      3
<b>RESOURCES/GENERAL SUPPORT</b>	
43) What percentage of your district schools has a school improvement plan in place?	16      7      5      8      63

**GRADE LEVEL COMPARISON OF INSTRUCTIONAL ITEMS, PERCENT MOSTLY OR COMPLETELY--CURRICULUM DIRECTORS**



District Curriculum Directors are in the unique position of being able to make comparisons between grade levels in a number of key areas. The chart above illustrates their perception that state elementary schools have made more progress in providing opportunities to learn than middle or high schools.

**CURRICULUM DIRECTORS--ITEMS WITH DIFFERENCES AS A FUNCTION OF DISTRICT SIZE**



For most of the items on the Curriculum Directors' survey, there was little difference in their responses as a function of district size. Where there was a difference it is shown above. It appears that smaller districts may pay more attention to individual student needs (at all levels) while the largest may pay more attention to professional development.

## Special Education Directors - Summary of Responses

**N=171**

	Percent Choosing						
		<b>Percent Choosing</b>					
1) Provisions for appropriate WASL accommodations/alternate assessments for all students needing them have been included in IEPs.	4	8	34	54	0	88	3.4
2) Provisions for appropriate WASL accommodations/alternate assessments for all students needing them have been included in 504 plans.	17	14	32	16	22	61	2.6
3) The testing accommodations listed in the plans are actually being provided in day-to-day instruction.	5	18	49	27	2	77	3.0
4) The curriculum for special population students is aligned with the EALRs.	5	27	52	15	1	68	2.8
5) The curriculum and instructional strategies being used are adequate to the task of bringing special population students to the standards.	17	52	25	4	4	29	2.2
6) The curriculum and instructional strategies being used are adequate to the task of bringing special population students to their individual potential.	1	11	59	28	1	88	3.2
7) Teachers accurately use assessment data to diagnose learning needs and plan instruction for special population students.	5	22	55	19	0	74	2.9
8) Resources are available to purchase or develop the curriculum materials necessary for alignment with the EALRs.	19	38	31	11	1	43	2.3
9) Resources are available to provide adequate professional development to teachers (including ongoing in-school support).	21	33	32	14	1	46	2.4
10) Resource are available to provide an adequate level of support services for students' social/emotional/physical problems that interfere with their opportunity to learn.	27	44	28	2	0	30	2.0

\* The "mostly and completely" column is not the result of adding those two columns together but is a recalculation with the "don't knows" removed.

11) Do you have a sufficient number of teachers and classified staff to maximize performance from your special population students?

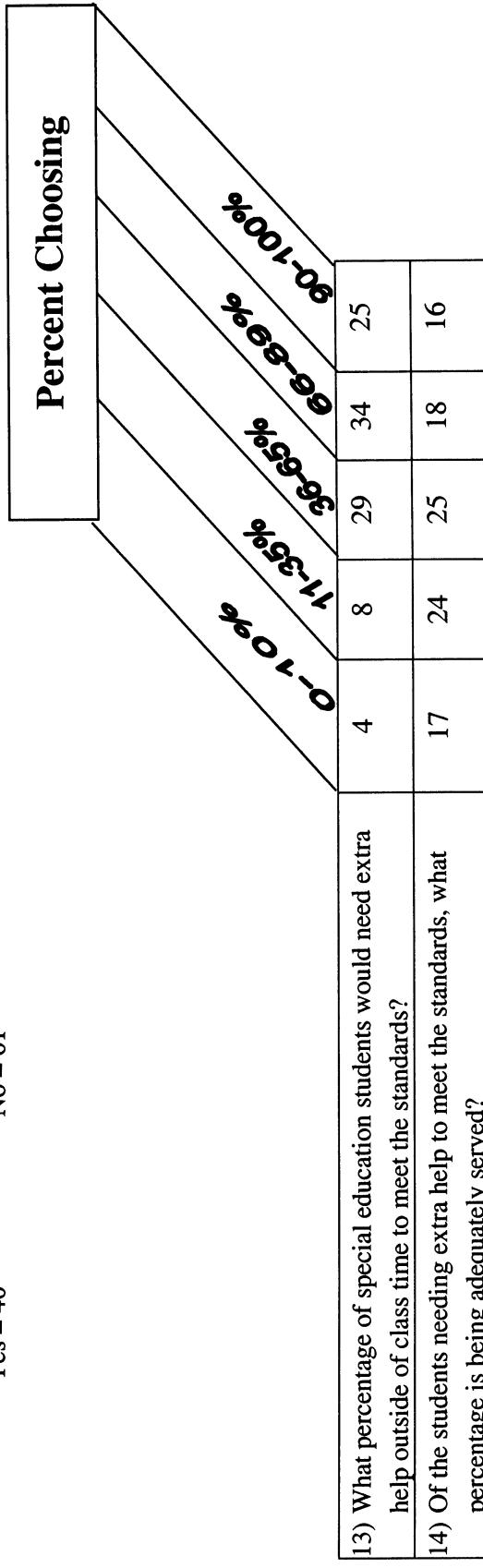
Yes = 34

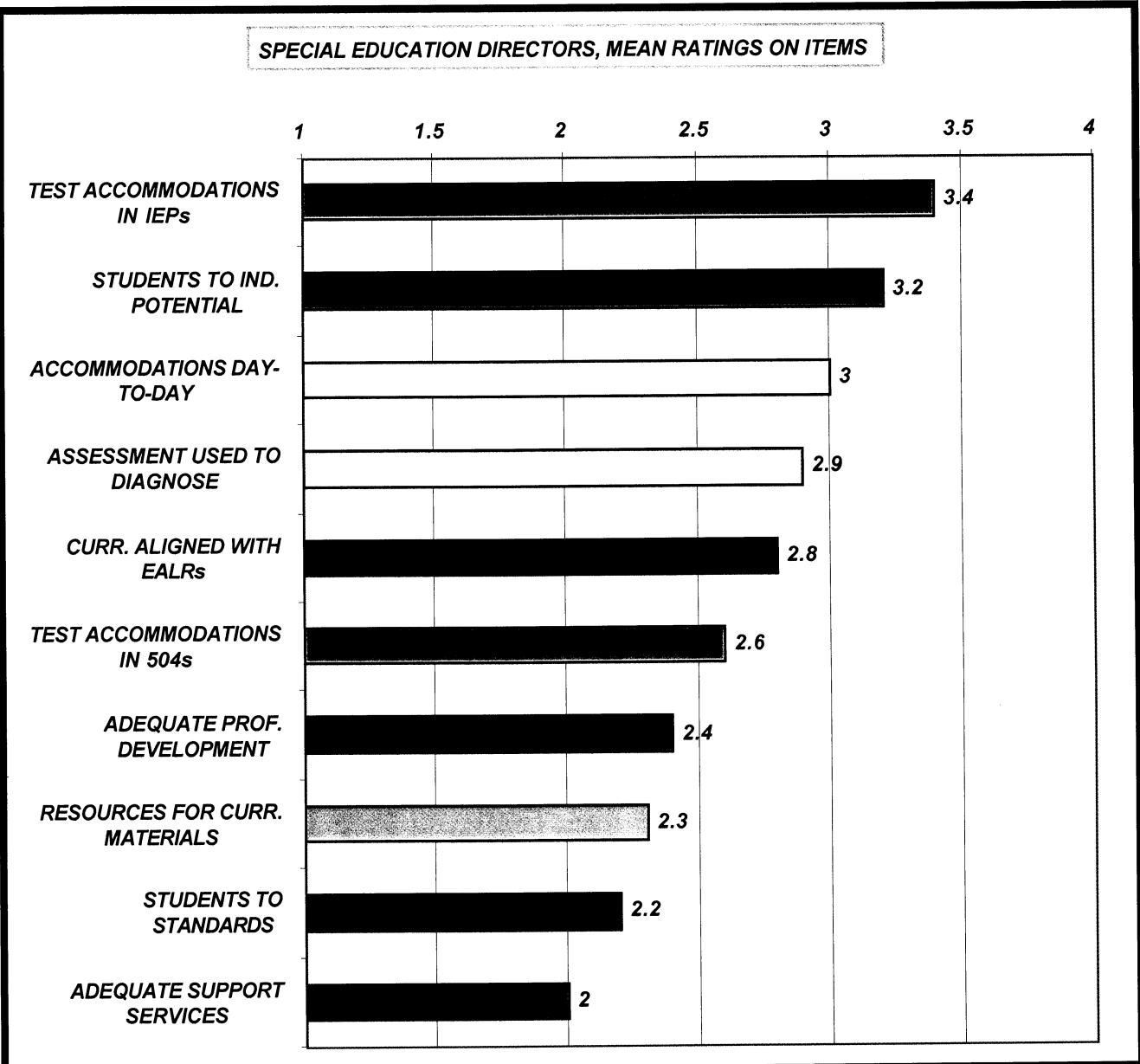
No = 66

12) Do your special populations staff members have sufficient training to maximize performance from your special population students?

Yes = 40

No = 61

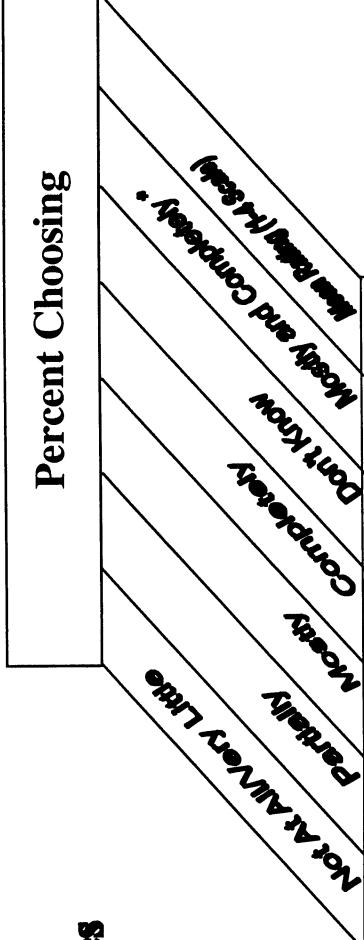




Although special education directors are fairly confident that their programs can help students reach their individual potential, they are less sure that special education students will be able to meet the standards. They are fairly comfortable with plans for accommodations. As with most of the other groups surveyed, special education directors are concerned about adequate support services.

## Superintendents - Summary of Responses

**N = 193**



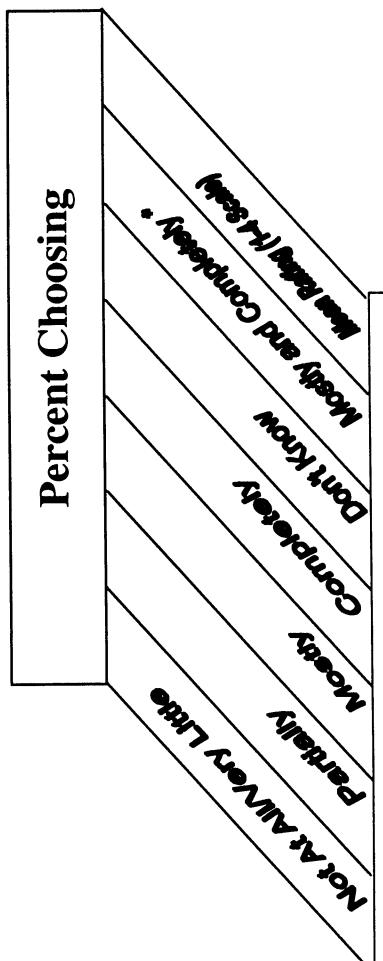
### CURRICULUM ALIGNMENT

- 1) Your district has the data/information you need to make good decisions about the curriculum and/or programs to adopt.
- 2) District resources are available to purchase or develop the curriculum materials necessary for alignment with the EALRs.

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

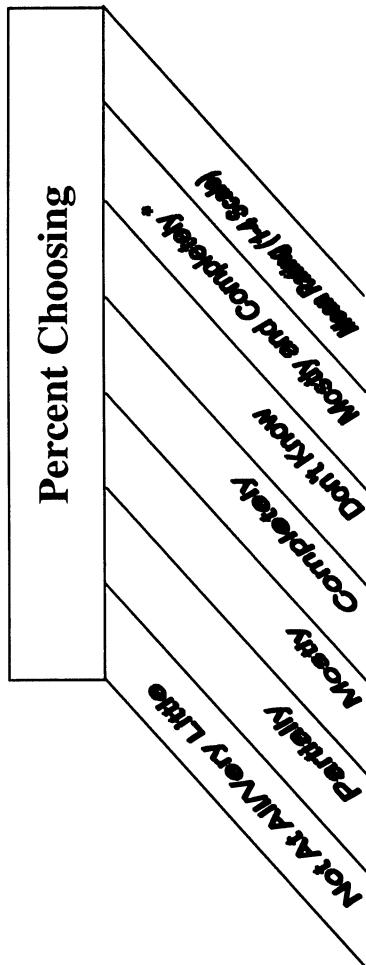
### INSTRUCTIONAL PRACTICE:

- 3) What is the primary instructional priority in your district?
  - A) What's in the EALRs = 20
  - B) What's on the WASL = 5
  - C) Both A and B = 64
  - D) Neither A nor B (local curriculum, textbooks, etc.) = 11



### ASSESSMENT PRACTICE

- 4) State and district test results are used for instructional planning.



#### NOTIFICATION

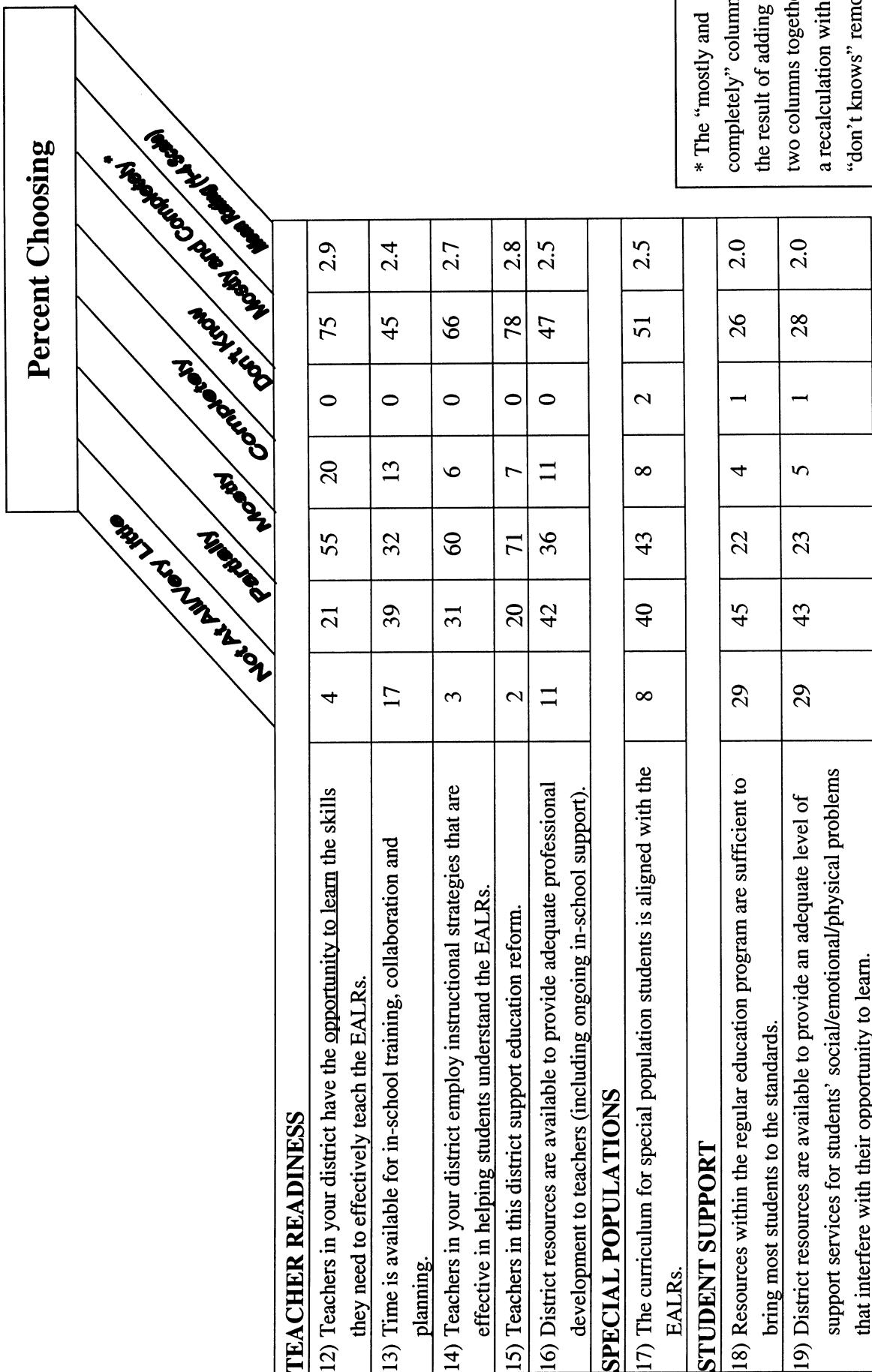
- |   | 8  | 28 | 38 | 26 | 0 | 64 | 2.8 |
|---|----|----|----|----|---|----|-----|
| 5) Student progress is regularly reported to students and parents in reference to state benchmarks.   | 13 | 34 | 35 | 18 | 0 | 54 | 2.6 |
| 6) The district has a system of tracking individual student progress towards state standards over time.   | 13 | 61 | 22 | 4  | 0 | 25 | 2.2 |
| 7) Teachers' evaluations of student work are reported to students and parents in terms of state standards.  | 4  | 29 | 48 | 12 | 7 | 64 | 2.7 |
| 8) To what extent are <u>students</u> in your district aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma? | 6  | 37 | 48 | 6  | 4 | 55 | 2.5 |
| 9) To what extent are <u>parents</u> in your district aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma?  |    |    |    |    |   |    |     |
- \* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

10) Has your district informed students of these requirements in writing?

- A) Yes = 52      B) No = 48

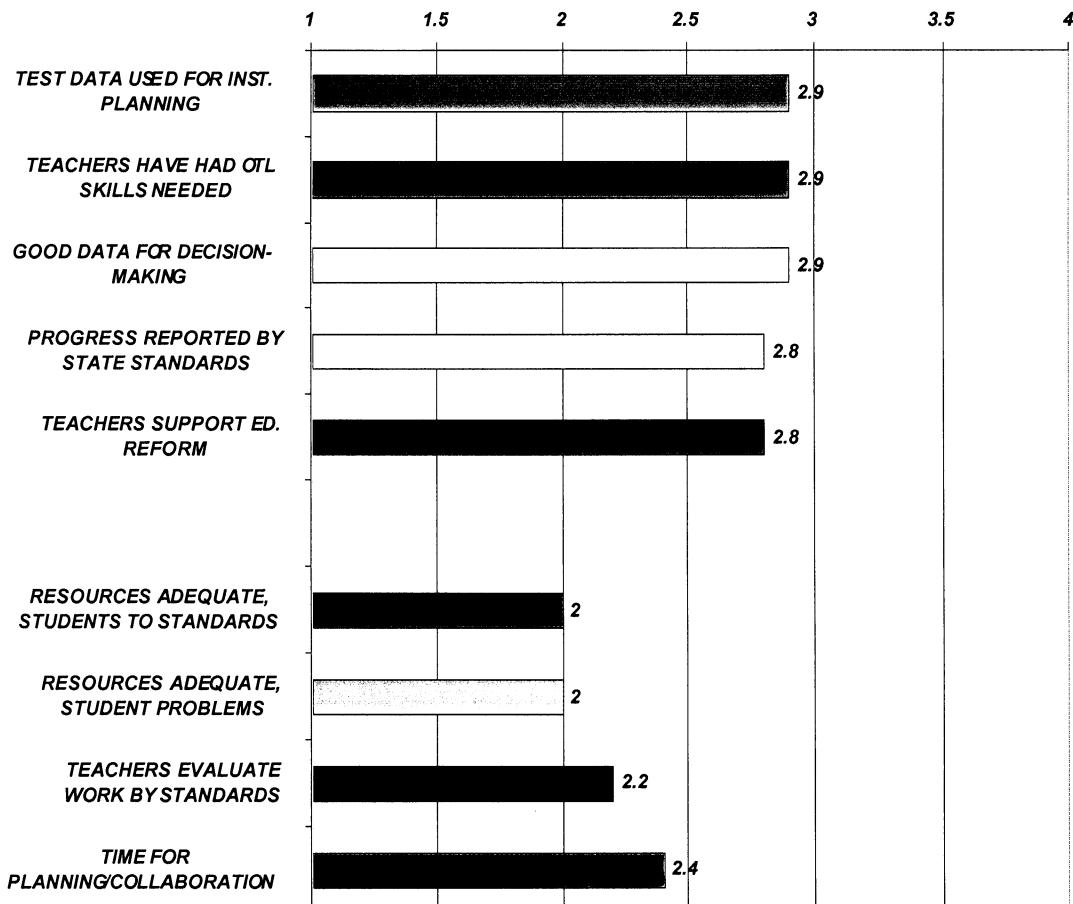
11) Has your district informed parents of these requirements in writing?

- A) Yes = 64      B) No = 37



Percent Choosing	
STUDENT SUPPORT	
20) What percentage of students would need extra help outside of class time to meet the standards?	3      24      52      18      3
21) Of the students needing extra help to meet the standards, what percentage is being adequately served?	20      47      18      12      3
RESOURCES/GENERAL SUPPORT	
22) What percentage of your district schools has a school improvement plan in place?	8      10      14      14      54

**SUPERINTENDENTS, HIGHEST AND LOWEST RATED ITEMS**

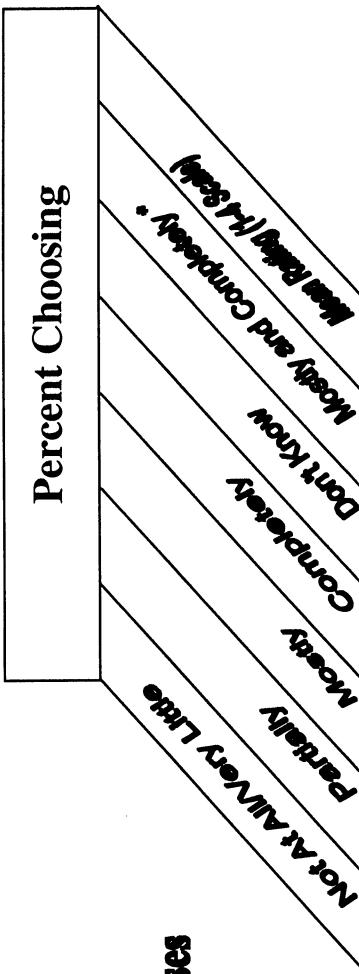


More than 65% of the state's 296 superintendents returned a survey. Overall, superintendents gave slightly lower ratings than other groups on all items; no item as rated above 2.9.

The majority saw data being used effectively and that teachers were in large trained in and supportive of education reform. Superintendents were the only group to give a relatively high rating to "progress reported by state standards." The biggest concerns of superintendents were around resources to provide the student support needed.

There were no meaningful differences based on district sizes.

## School Board Presidents - Summary of Responses N=129



### CURRICULUM ALIGNMENT

- 1) District resources are available to purchase or develop the curriculum materials necessary for alignment with the EALRs.

### ASSESSMENT PRACTICE

- 2) State and district test data is used for instructional planning.

### NOTIFICATION

- 3) Teachers in our district report progress to students and parents in terms of state standards.
- 4) Students in our district are aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma.
- 5) Parents in our district are aware of the need to pass the high school WASL to earn a Certificate of Mastery and a high school diploma.
- \* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

- 6) Has your district informed students of these requirements in writing?

Yes = 48      No = 19      Don't Know = 33

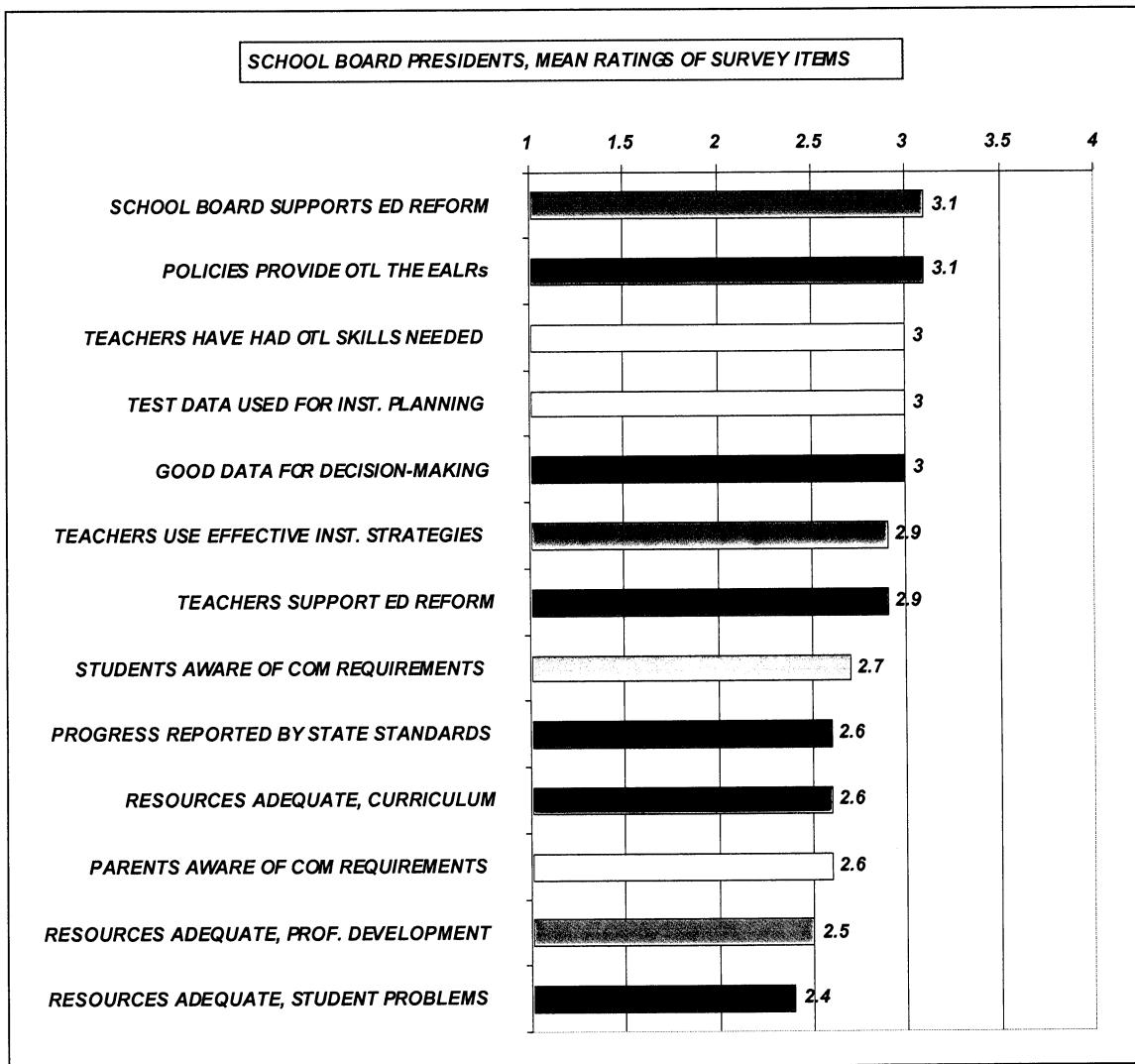
- 7) Has your district informed parents of these requirements in writing?

Yes = 57      No = 18      Don't Know = 25

	Percent Choosing					
	Don't Know	Completely Wrong	Wrong	Right	Completely Right	Don't Know*
<b>TEACHER READINESS</b>						
8) Teachers in our district have had the opportunity to learn the skills they need to effectively teach the EALRs.	10	14	41	36	0	77
9) Teachers in our district employ instructional strategies that are effective in helping students understand the EALRs.	3	21	55	21	0	76
10) Teachers in our district support education reform.	4	23	54	17	2	72
11) District resources are available to provide adequate professional development to teachers (including on-going school support).	18	32	33	17	0	50
<b>STUDENT SUPPORT</b>						
12) District resources are available to provide an adequate level of support services for students' social/emotional/physical problems that interfere with their opportunity to learn.	15	40	40	6	1	46
<b>RESOURCES/GENERAL SUPPORT</b>						
13) Members of our school board support education reform.	5	18	35	41	1	77
14) Our district has policies in place that provide students with the opportunity to learn the EALRs.	7	12	45	32	4	81
15) Our district has the data/information we need to make good decisions about curriculum and/or programs to adopt.	7	18	45	29	2	75

\* The “mostly and completely” column is not the result of adding those two columns together but is a recalculation with the “don’t knows” removed.

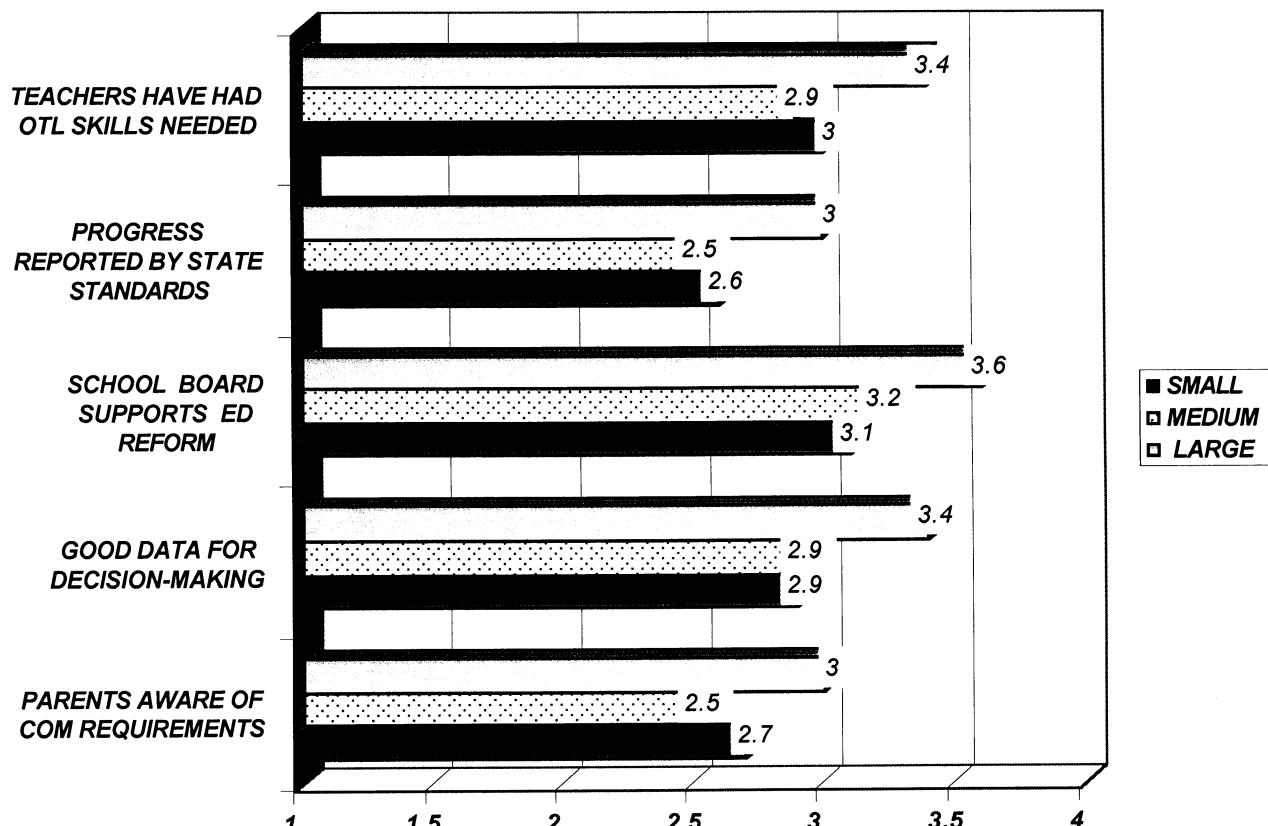
Percent Choosing						
STUDENT SUPPORT						
16) Of those students needing extra help to meet standards, what percentage is being adequately served?	9	23	37	21	9	
<b>RESOURCES/GENERAL SUPPORT</b>						
17) What percentage of your district schools has a school improvement plan in place?	7	15	14	16	49	



On the whole, School Board Presidents support education reform and feel that their districts have the policies in place to support students' opportunities to learn.

They are less sure about resources being adequate for the job. The single largest concern centers around resources to support students whose social/emotional/physical problems interfere with their opportunity to learn.

SCHOOL BOARD PRESIDENTS, ITEMS WITH DIFFERENCES, BY DISTRICT SIZE



The presidents from large districts (10,000 or more students) had a more positive outlook on their districts' progress in education reform than their counterparts in medium and small districts.

**PARENTS - SUMMARY OF RESPONSES  
IN PERCENTAGES**  
**N = 1062**

**NOTIFICATION:**

1. Have you heard about the Washington Assessment of Student Learning (WASL) taken by fourth, seventh, and tenth graders?
- A) Yes = 96                      B) No = 4

I have learned about the WASL from:

NOTIFICATION	YES	NO
2. My children	76	24
3. School Staff	78	22
4. Friends	52	48
5. Newspapers	55	45
6. TV/Radio	35	65
7. School Publications	81	19

8. Are you aware that under current law, passing all four areas (reading, writing, math, listening) of the high school WASL will be required for a Certificate of Mastery and high school graduation?
- A) Yes = 73                      B) No = 27
9. What will be the first school class to be affected by this requirement?
- A) Don't Know = 52  
 B) Class of 2005 (now sophomores) = 11  
 C) Class of 2006 (now 9<sup>th</sup> graders) = 6  
 D) Class of 2007 (now 8<sup>th</sup> graders) = 5  
 E) Class of 2008 (now 7<sup>th</sup> graders) = 26
10. Are you familiar with the standards your child will have to meet?
- A) Yes = 27                      B) No = 27                      C) Somewhat = 45
11. Have you been told about your child's progress toward meeting the state standards measured on the WASL?
- A) Yes, regularly = 17  
 B) Yes, but only after he/she took the WASL = 44  
 C) No, I haven't been told = 38

What does your child's school or district offer in the way of:

	YES	NO	DON'T KNOW
<b>STUDENT SUPPORT</b>			
12. Extra help	46	7	48
13. Individual help from teacher	35	13	52
14. Special classes	26	15	59
15. After school	27	15	58
16. Summer school	41	10	49

**MOTIVATION:**

17. Do you think the knowledge and skills tested by the WASL are important for your child(ren)'s future?  
A) Yes = 57      B) No = 23      C) Don't Know = 21

## **SUMMARY OF COMMENTS MADE ON PARENT SURVEY**

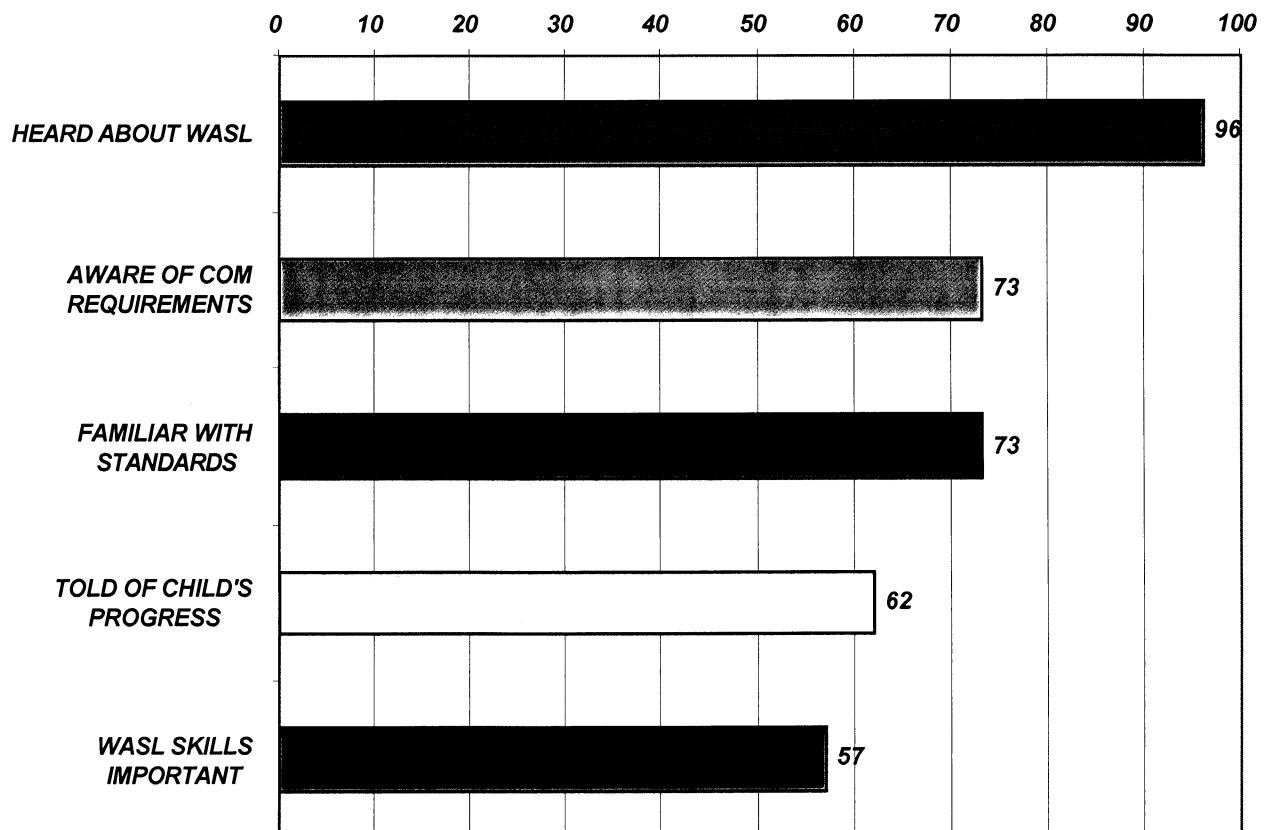
**(Number of Times Mentioned)**

- (96) Too much attention on WASL, teaching to the test, too much pressure on students and teachers.
- (81) Passing the WASL should not be required for high school graduation.
- (66) WASL is an inaccurate/incomplete measure of students' skills and what's taught.
- (42) Need more information about the WASL.
- (28) Extra help very limited.
- (24) Need provision for students who don't test well.
- (24) WASL is a useful test.
- (22) Kids are different—one size doesn't fit all.
- (21) Keep standards high/make diplomas mean something.
- (18) Concerns about special needs students
- (16) Improve teaching/make teachers accountable
- (15) WASL scoring is unreliable.
- ( 9) Survey waste of money/flawed
- ( 7) Standards are too difficult
- ( 6) WASL redundant/ITBS a better test
- ( 6) Kids and parents need to be told what to work on.
- ( 5) WASL useful for focusing instruction
- ( 5) Thanks for the survey.

- ( 4) Against school reform
- ( 4) Dropouts will increase
- ( 3) WASL good for system accountability.
- ( 3) WASL is culturally biased.
- ( 3) State Board members should take WASL.
- ( 3) There is also a need for accelerated programs.
- ( 2) Motivating students a problem
- ( 1) Consider two diplomas
- ( 1) School resources inadequate
- ( 1) Child well prepared for WASL

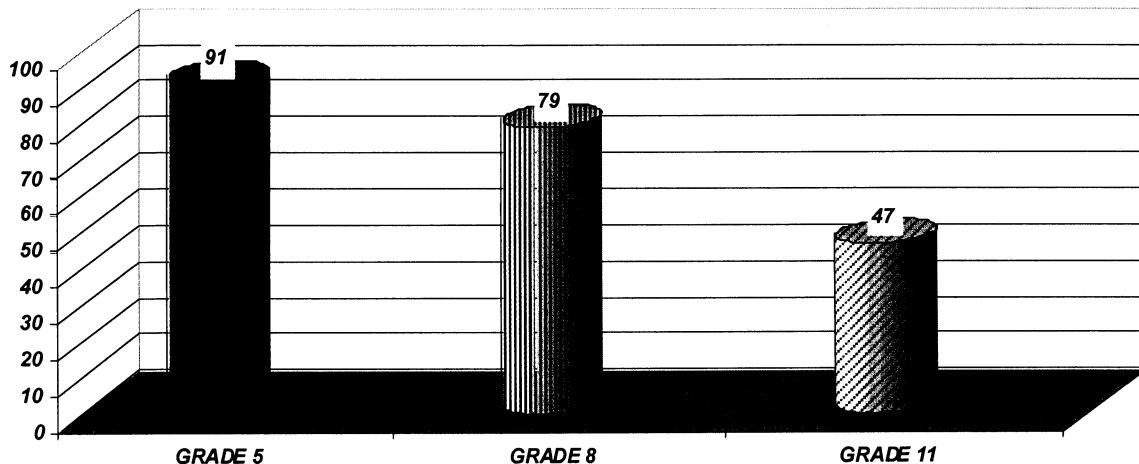
The counts above are duplicated; many parents made 2 or 3 comments.

**PARENTS, PERCENT WITH POSITIVE OR PARTIALLY POSITIVE RESPONSES, SELECTED ITEMS**



A remarkable 1062 parents returned surveys. The respondents are, on the whole, fairly familiar with the WASL, the standards and the CoM requirements. They have gotten most of their information from their children, school staff members and school publications. There is, however, a good deal of uncertainty about the WASL and the CoM, as reflected in the comments.

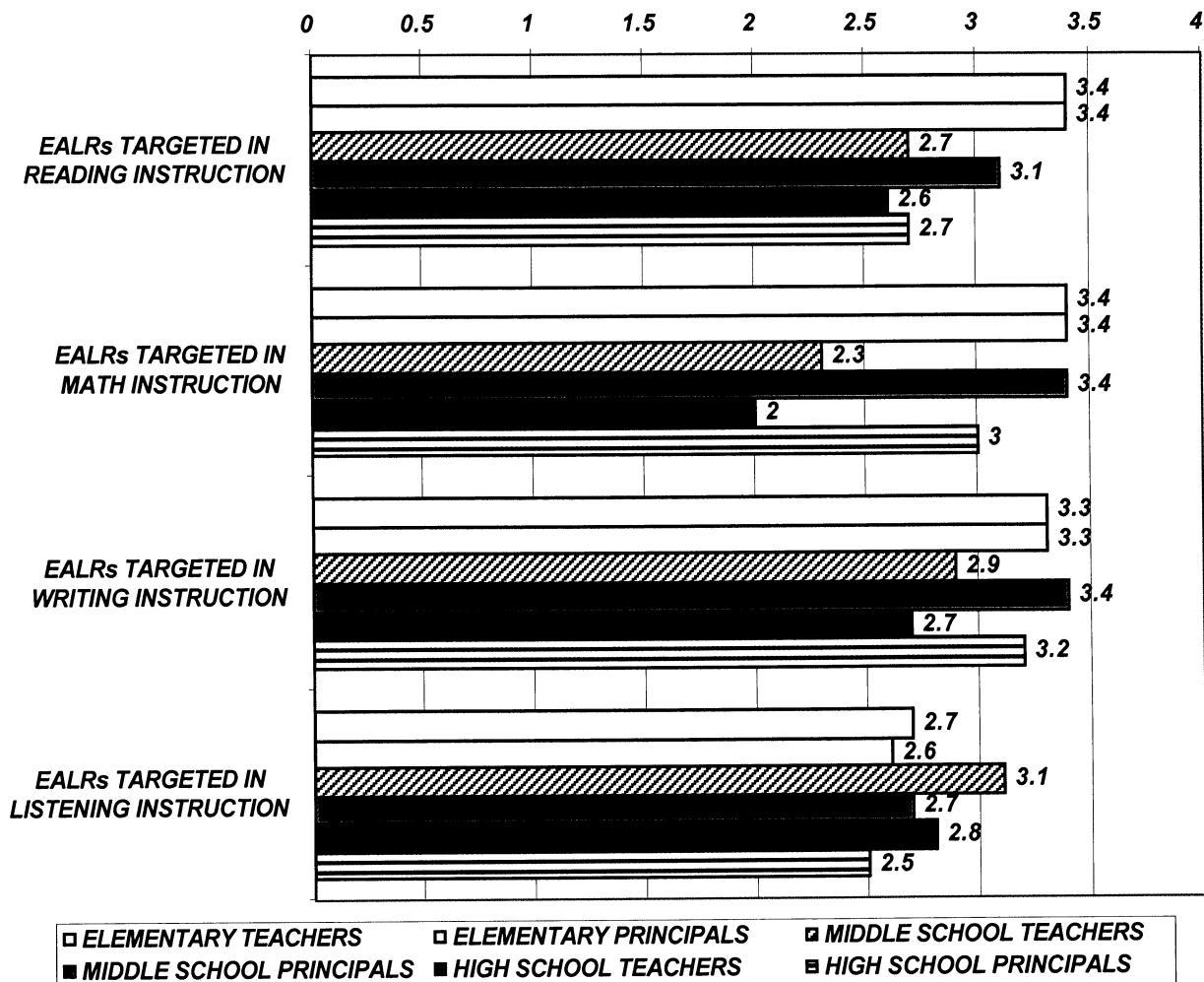
**PERCENT OF STUDENTS REPORTING THEY DID THEIR 'BEST WORK' ON THE WASL, BY GRADE LEVEL**



Although nearly all the 5<sup>th</sup> graders reported that they did their “best work” on the WASL, fewer than half of the 11<sup>th</sup> graders said they had.

Middle schoolers were, not surprisingly, in the middle.

**DEGREE TO WHICH EALRs ARE TARGETED IN INSTRUCTION, TEACHER AND PRINCIPAL RATINGS, BY LEVEL**

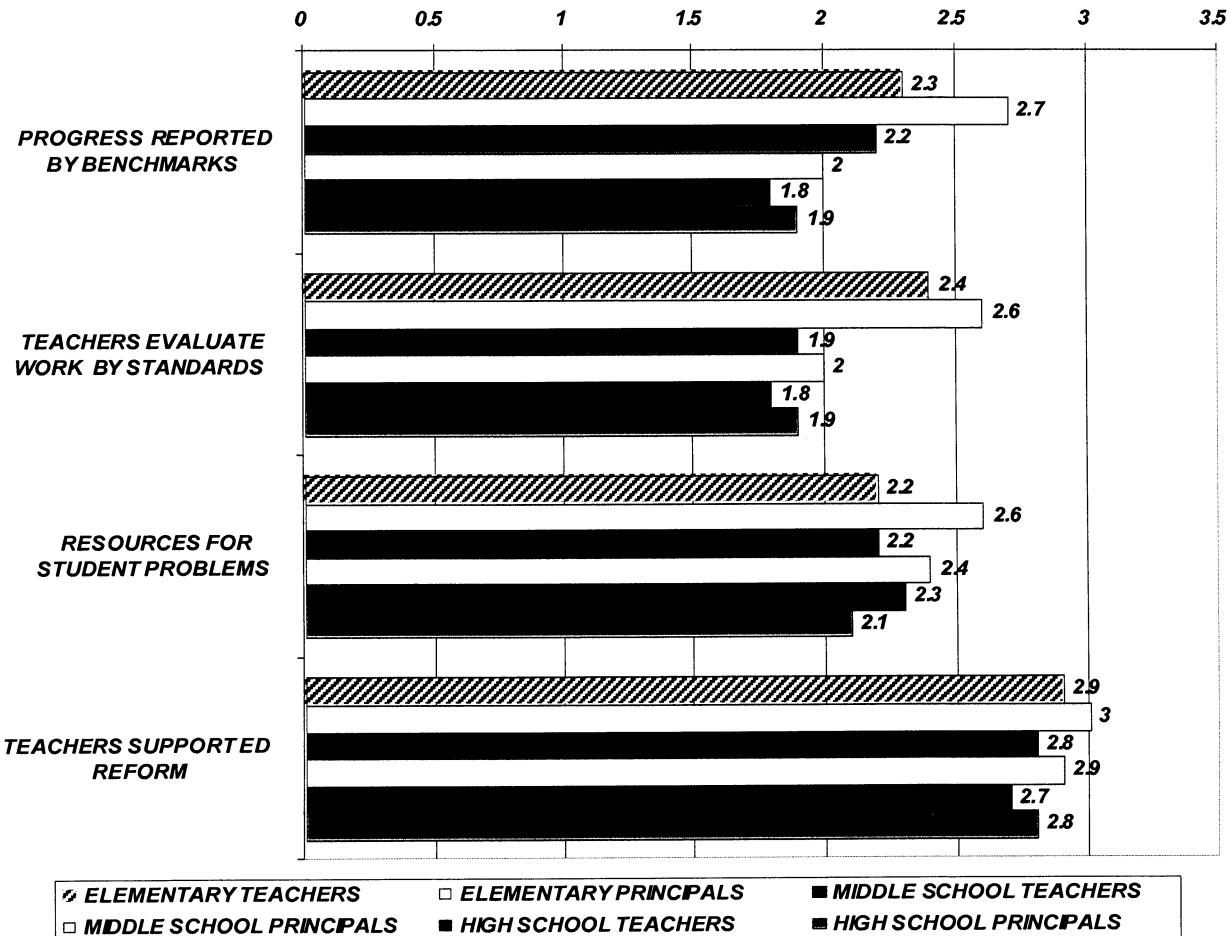


This chart illustrates a number of findings about curriculum alignment:

- There is general agreement between teachers and principals as to the degree EALRs are targeted in instruction, especially at the elementary level.
- The attention paid to reading, math and writing EALRs is substantially greater at the elementary level.
- The listening EALRs receive less attention at the elementary level.

Teacher ratings for math at the secondary level are low because the average includes many non-math teachers.

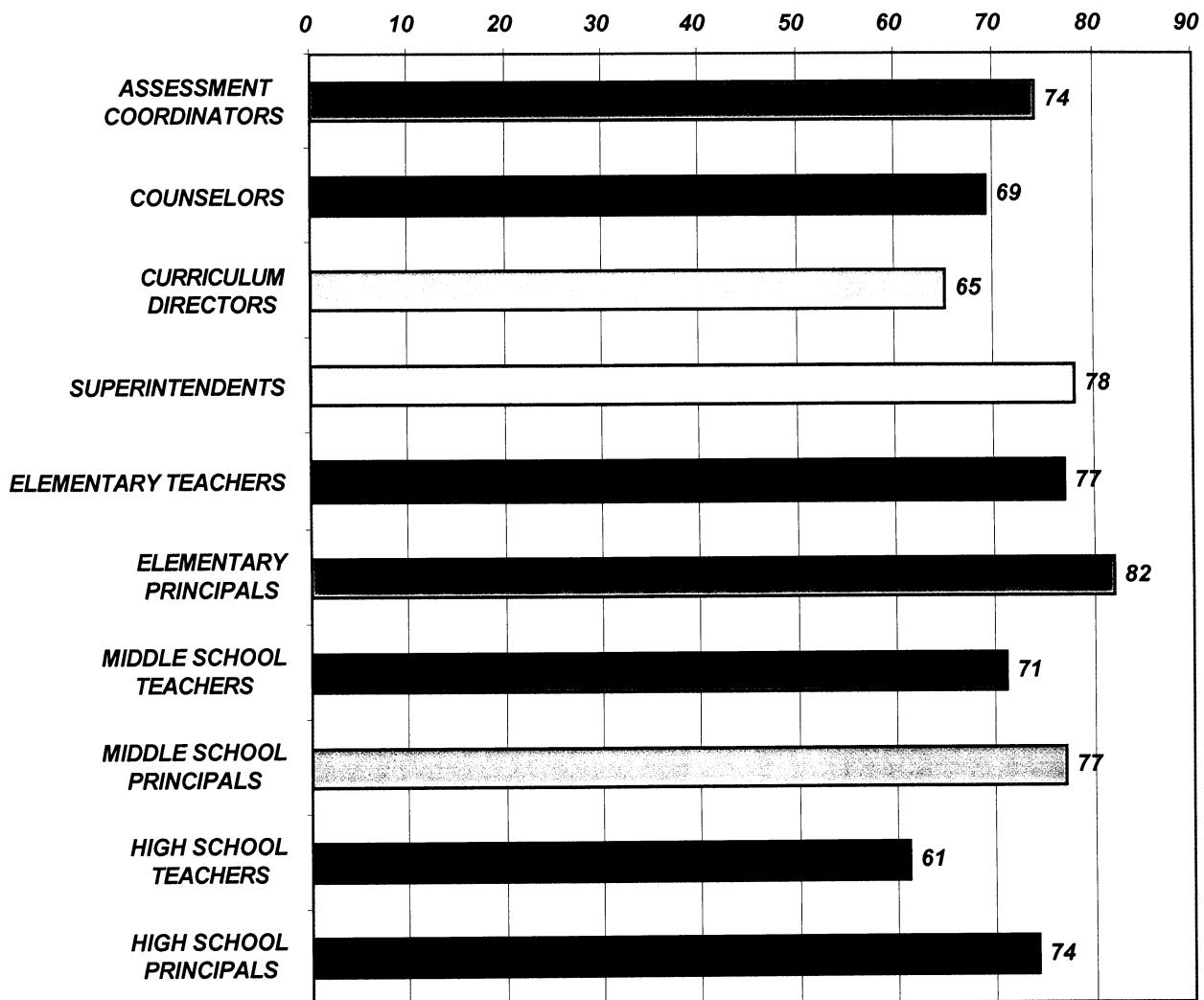
**TEACHER AND PRINCIPAL RATINGS ON SELECTED ITEMS, BY LEVEL**



These items also reflect general agreement between teachers and principals. The number of teachers using the standards to evaluate and report student progress is minimal at all levels but more common in elementary schools.

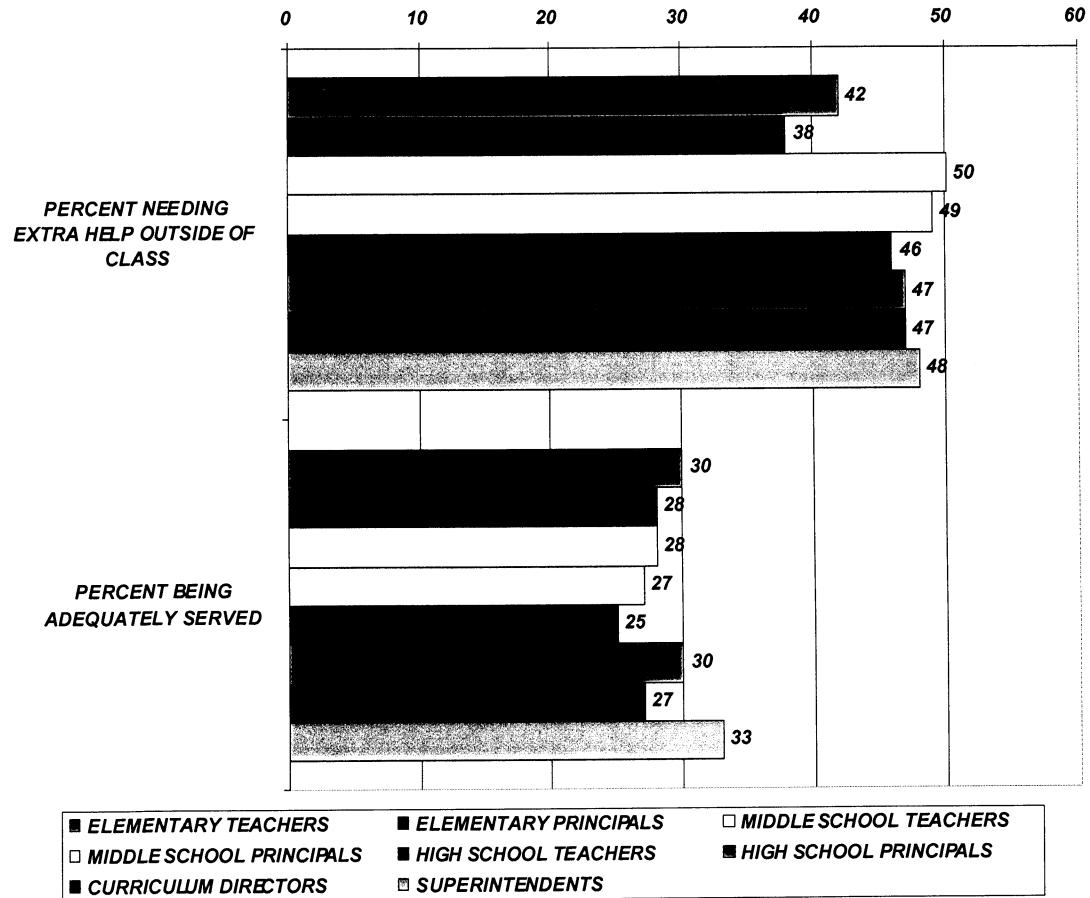
Teachers at all levels support education reform to approximately the same degree (“mostly”).

**PERCENT RESPONDING THAT TEACHERS SUPPORT EDUCATION REFORM "MOSTLY" OR "COMPLETELY"**



Staff members generally agree that teachers support education reform. Support seems to be the highest at the elementary level, lowest at high school. Principals see teachers as being more supportive of education reform than the teachers see each other.

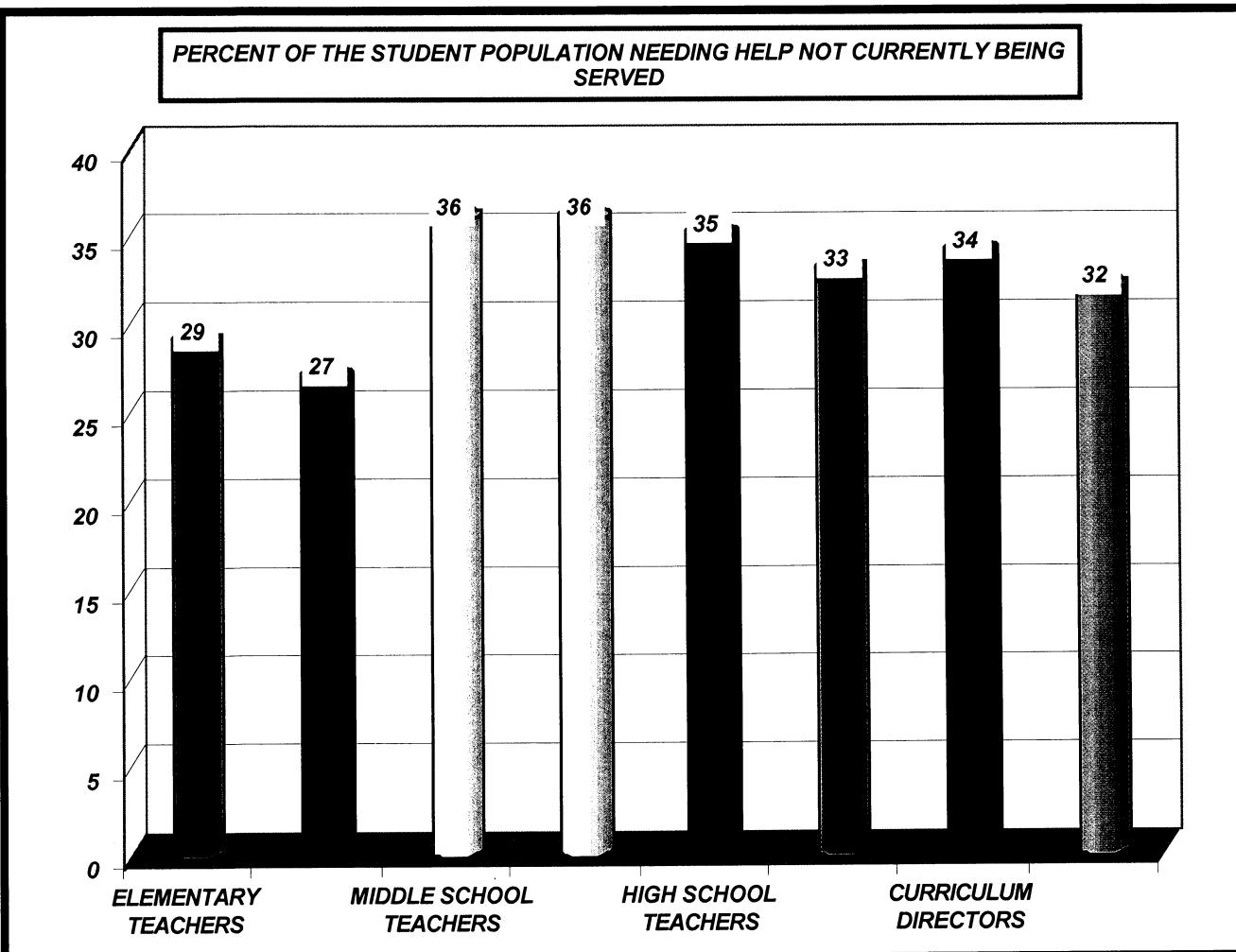
**WEIGHTED AVERAGES FOR STUDENTS NEEDING EXTRA HELP TO MEET THE STANDARDS, STAFF PERCEPTIONS**



Staff members taking the surveys were asked to estimate the percentage of their students who would need extra help, outside of class, to meet the standards.

The estimates were markedly consistent: about 40% of the elementary students and 48% of the secondary students.

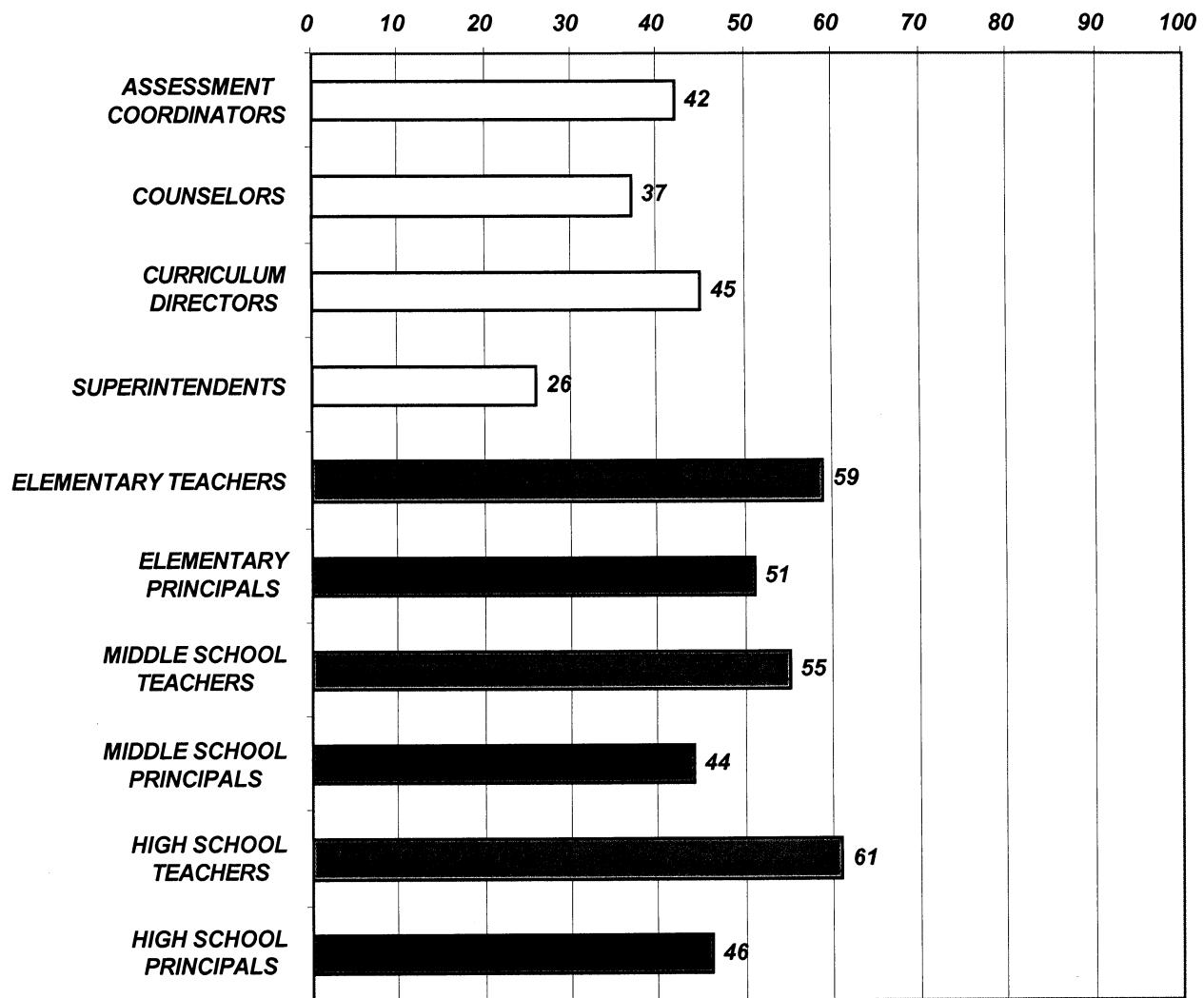
They then estimated the percentage of those students who were being adequately served. At all levels this was somewhat less than a third.



Using the data displayed on the previous page, an estimate can be made of the number of students needing extra help who are (as of October 2002) not being adequately served.

Elementary staff report a slightly lower percentage of students, probably reflecting the concentration of student support programs in the elementary grades.

**PERCENT RESPONDING THAT RESOURCES ARE MOSTLY OR COMPLETELY SUFFICIENT FOR MOST STUDENTS TO REACH THE STANDARDS**



Less than half of the members of the central office groups see current resources as being sufficient to bring most students to the standards. Only about a fourth of the superintendents thought resources were sufficient. Teachers at all levels rated the sufficiency of resources higher than central office staff or principals.